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ABSTRACT

Designed for curriculum directors, teachers, and others as they conduct inservice education activities which focus on helping those who have primary responsibility for selecting and evaluating instructional materials, this volume presents selected sections from Volume I of the "1982-83 Michigan Social Studies Textbook Study." In this study, ten frequently used eighth-grade U. S. history textbooks were examined to determine the extent to which they reflected the pluralistic nature of the United States, promoted the concept of global interdependence, and were educationally sound. Attention was given to the treatment of the following categories: Blacks; American Indians, sex equity, Hispanics, bilingual, the gifted and talented, and handicapped persons; educational soundness; and areas of the world (Africa, East Europe, Middle East, Asia, Latin America, and Canada). Following a description of the study, the document presents an editorial commentary section which includes a summary of recommendations for action, a list of textbooks reviewed, commentary reports by category, a summary of findings, and conclusions. Appendices include educational codes and state board of education recommendations, a bias review checklist, evaluation criteria checklist (bilingual), gifted and talented review checklist, evaluative criteria checklists for educational soundness, textbook analysis, and area studies, an annotated bibliography, and lists of reviewers. (LH)

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1982-83

MICHIGAN SOCIAL STUDIES TEXTBOOK STUDY

A STUDY OF SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS

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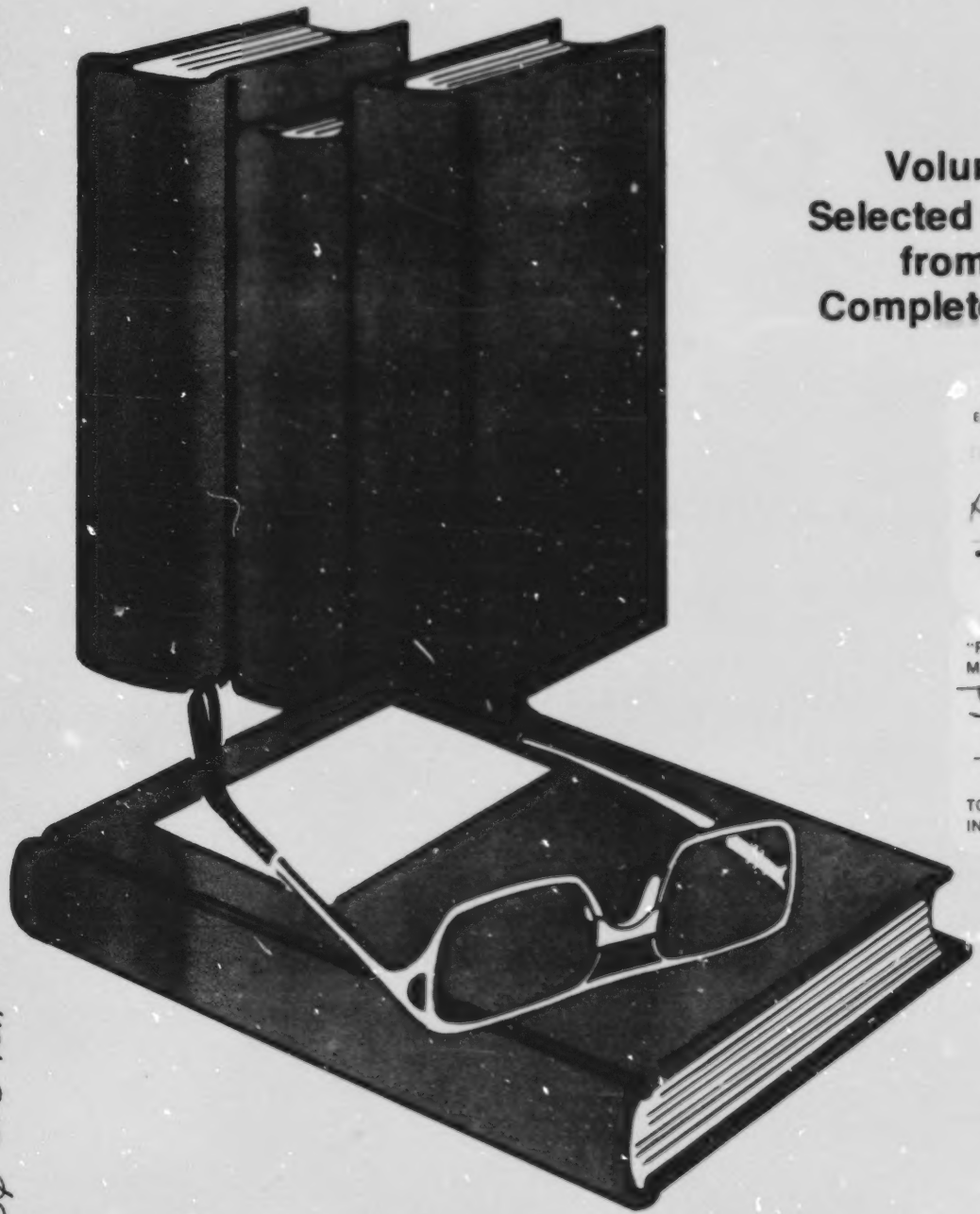

Volume III
Selected Sections from the Complete Report

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A B S T R A C T

Ten eighth grade United States history books were examined to determine the extent to which they reflected the pluralistic nature of the United States; promoted the concept of global interdependence; and, were educationally sound. A group of independent reviewers was asked to review and rate the textbooks according to criteria approved by a Michigan Department of Education social studies textbook review steering committee.

A descriptive report of the study was prepared by Michigan Department of Education staff in two volumes. Volume I includes a Description of the Study; Summary of Findings and Recommendations by Individual Reviewers; Editorial Commentary; and, Appendices.

Volume II includes the checklists which were completed by reviewers. Complete copies of Volumes I and II are available in all Michigan intermediate school district offices, regional educational media centers, the State of Michigan Library and through ERIC. (Both volumes are also available on micro fiche at the same locations.)

The major findings of the study are:

1) consistent with what was noted in previous Michigan Department of Education studies, the publishers of the materials reviewed have continued their attempts, with varying degrees of success, to develop instructional materials which accurately portray the pluralistic nature of our society;

2) none of the textbooks examined in this study were adequate in all respects and categories in regard to omissions, stereotypes, distortions and bias; however, it was good to note that one of the textbooks received the highest possible positive rating by nine out of a possible seventeen reviewers, the treatment of Blacks in all ten books was significantly better than results found in earlier studies; and, six of the ten books reviewed received high marks in regard to sex equity;

3) in regard to the treatment of American Indians, Hispanics, the handicapped and bilingual education students, a large number of deficiencies were identified by the reviewers;

4) all of the reviewers who paid particular attention to the global/international aspects of the textbooks agreed that the international aspects of our history and our contemporary society are grossly underrepresented, references to other peoples and nations of the world are weak and frequently present distorted views of those cultures . . . and portray the peoples of Africa, Asia and elsewhere as passive rather than active participants in history; and,

5) in terms of educational soundness, scholarship and readability, the comments and ratings of reviewers responsible for those areas were, in general, positive in nature; however, the reviewers made very definite recommendations for improvement.

A STUDY OF SELECTED EIGHTH GRADE UNITED STATES HISTORY TEXTBOOKS

VOLUME III

SELECTED SECTIONS FROM THE COMPLETE REPORT

Michigan State Board of Education

FOREWORD

The 1982-83 Study of Selected Eighth Grade United States History Textbooks was conducted in accordance with Section 1173 of The School Code of 1976. Preliminary work on the project began in the fall of 1980. The survey, to determine which textbooks to review, was conducted in the spring of 1981; the reviewers completed their work by September 1981; a completed draft of the report was presented to the State Board of Education in January 1984 for its consideration; and, initial printing of the report is being distributed in April 1984.

This year's report includes an Introduction, Description of the Study, Individual Reviewers Findings and Recommendations, Discussion of Results, Individual Reviewers Completed Evaluation Criteria Checklists and Appendices. Those interested in 1) the general progress being made by publishers in regard to the development of eighth grade United States history textbooks which are bias free, and 2) the degree to which appropriate school officials are selecting materials which accurately and positively portray the pluralistic, interdependent and global nature of our society will be particularly interested in this report.

It is good to discover in the results that, in regard to the Blacks and sex equity categories, which were included in the study, all of the books reviewed contained evidence to support the conclusion that progress is being made by publishers in providing textbooks that accurately and positively portray these two groups. At the same time, some of the findings are cause for concern. There is a need for much improvement in regard to significant deficiencies found in relation to categories such as the American Indians and Hispanics. In particular, this study documents the need for publishers to provide instructional materials which reflect the pluralistic and interdependent nature of our world.

We have been fortunate in having the services of some outstanding educators who participated in the study. I wish to express my thanks and appreciation to the members of the Michigan Department of Education steering committee, the reviewers and others who assisted in this project.

Phillip E. Runkel

Phillip E. Runkel
Superintendent of
Public Instruction

May 15, 1984

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INTRODUCTION TO VOLUME III

Volume III of the 1982-83 Michigan Social Studies Textbook Study: A Study of Selected Eighth Grade United States History Textbooks includes selected sections from Volume I. It is intended that this portion of the larger report will be primarily used by curriculum directors, teachers and others as they conduct inservice education activities which focus on helping those who have primary responsibility for selecting and evaluating instructional materials. Hopefully, they will find this report useful as they:

1) develop and implement procedures for selecting materials which are educationally sound and that accurately and positively reflect the pluralistic and interdependent nature of our society; and,

2) conduct inservice education activities which focus on helping teachers compensate for deficiencies in the materials.

Description of the 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks

Preliminary work on the 1982-83 Social Studies Textbook Study began in the Fall of 1980. The social studies textbook steering committee met to review and comment on a proposed course of action for conducting the study. The committee, composed of individuals from various units within the Department (Appendix I), was specifically charged with the following major responsibilities:

1. To review and comment on the proposed plan of action for conducting the tenth social studies textbook study;
2. To recommend/participate in approval of criteria for use by reviewers to evaluate textbooks;
3. To recommend individuals with expertise and experience in evaluating instructional materials who could serve as reviewers;
4. To review drafts and final reports from reviewers (committee members were to be responsible for matters related to their area of professional responsibility and expertise e.g., race equity, sex equity, bilingual);
5. To prepare a brief editorial commentary report based on their review of the findings and recommendations of particular reviewers;
6. To participate in the planning and conducting of regional dissemation workshops which would focus on the findings and recommendations of the project; and,
7. To assist in the evaluation of the project.

Consistent with procedures for conducting previous Michigan textbook studies the committee met on several occasions in the 1980-81 and 1981-82 school years and:

1. Agreed with the recommendations of the social studies specialist to focus on eighth grade United States history books; (see Appendix H)

2. Agreed to proceed, as in earlier studies, to conduct a random sample survey of school districts to determine what eighth grade history books were currently being used in Michigan Schools;

3. Agreed to the same categories for review as were included in the 1978-79 study, i.e., Blacks, American Indians, Sex Equity, Hispanics, Bilingual, Gifted and Talented, Handicapped, Educational Soundness, Scholarship, Readability and other areas of the world; (Appendix F, pp. 427)

4. Approved the criteria checklists which were recommended; (Appendix B)

5. Provided the social studies specialist with recommendations of people who might serve as reviewers; (Appendix J)

6. Based on the results of the random sample survey, identified ten publishers whose materials would be reviewed; and, (Appendix F, pp. 429)

7. Per their earlier agreement, reviewed particular reports and checklists from reviewers and prepared an editorial commentary report (pp. 353-383)

Determining What Eighth Grade United States History Textbooks Are Used in Michigan Schools

A primary sample and an alternate sample of equal size was selected in a stratified systematic manner to reflect the various geographic areas as well as community types (urban, fringes, suburban and rural) in Michigan. A letter was sent to the principal of each school included in the sample requesting information as to what social studies textbooks were being used in grades 7-8. (Appendix D) Responses were received from all schools in the sample.

(Unlike what was the case in studies which preceded the 1978-79 study, the 1982-83 steering committee agreed with the position taken by the 1978-79 committee in regard to categories reviewed. In regard to cultural/racial/ethnic groups such as Blacks, Hispanics and Asian Americans, it was thought that a fair analysis of the textbooks would be one which considered the "national origin" history/heritage of those groups.)

Textbooks Reviewed

Letters were sent to ten of the publishers whose materials were frequently used, based on the results of the survey, informing them of the project and requesting that they forward sufficient copies of their eighth grade United States history textbooks to the Department for review. (Appendix F)

One point of concern expressed by some in regard to previous Michigan studies, and the same concern might be perceived to be true of the 1982-83 study, has to do with the delay between when the survey is conducted and the report is printed and distributed. By the time the reports are distributed, many of the books included in the survey have been replaced by newer editions. Moreover, it usually takes five or more years to develop and market textbooks. Hence, the results are thought by some to be either invalid or of little use.

While efforts are, and will continue to be made in the future, to review the most current books, the problem is not one that is likely to disappear. Moreover, when one reviews the results of the ten studies which have been conducted, it becomes obvious to even the most innocent of readers that publishers and educators can consider the findings and recommendations in regard to a particular edition as they develop and/or select newer instructional materials.

A second point to consider is that in the surveys conducted prior to each review to determine which social studies textbooks are currently in use within Michigan schools, information collected shows that the copyright dates for textbooks in use in some school districts extends back to the 50's and 60's. It is not uncommon to find a ten year span of time between the purchase of a series for use and its replacement. This is, of course, an undesirable state of affairs; nevertheless, it is a reality.

Categories for Review

The treatment of Blacks and minorities in rather general terms highlighted the first eight Michigan studies (1968-1977). In 1978, the number of categories was increased based on State Board of Education approved policy and position statements and guidelines on multicultural education and global education (Appendix A). The decision to include the 1978 categories in the 1982-83 study was seen by the committee to be a strong positive statement on behalf of the concepts of cultural pluralism and global interdependence.

Reviewers

Committee members were asked to recommend individuals to serve as reviewers who because of their specialized knowledge, expertise and professional experience, would undoubtedly do a good job. Efforts were made to include as reviewers highly professional and competent individuals who were themselves members of various racial/cultural groups.

Special consideration was also given to the task of involving as reviewers representatives from institutions of higher education and local school districts. In the case of the University of Michigan-Dearborn graduate students (Appendix C), the intent was to involve individuals with varying years of teaching experience at various grade levels in the project. It was hoped that by adding this component it would strengthen the project (teacher involvement) and provide information about training teachers to evaluate instructional materials which could be used in the later regional dissemination workshops.

Initially, letters were sent to those individuals recommended by the steering committee to serve as reviewers inviting them to participate in the project.

A meeting of those who responded favorably to the invitation and were located in the central area of Michigan was held in Lansing and materials to be reviewed along with instructions for reviewing the materials were distributed. (Appendix F) Procedures for the reviewers to follow were discussed. Materials and instructions were mailed to those unable to attend the Lansing meeting and the social studies specialist spoke with each by telephone one or more times to clarify the directions and answer questions.

To summarize, the reviewers were directed to review and evaluate the textbooks to determine:

1. The degree to which they accurately and positively reflect our pluralistic and multicultural society -
    a. Blacks
    b. American Indians
    c. Hispanics
    d. Women
    e. Handicapped

2. The degree to which they accurately and positively portray people from other areas of the world and the concept of global interdependence -

   a. Africa

   b. East Europe

   c. (The) Middle East

   d. Asia

   e. Latin America

   f. Canada

3. The degree to which the materials are adequate for the needs of bilingual and gifted students.

4. The degree to which the materials are educationally sound, reflect a high quality of scholarship and are appropriate for eighth grade students in terms of readability and writing style.

The overall task of the reviewers was:

1. To review and evaluate ten frequently used eighth grade United States history textbooks;

2. To rate the textbooks according to designated criteria (Appendix B); and,

3. To provide the department with: a) a narrative report of findings and recommendations and b) a set of completed checklists. (Volume II of this report)

Preparation of Final Report

The social studies specialist received the reports from individual reviewers and distributed appropriate copies to steering committee members. Commentary reports were prepared by committee members. The initial complete draft document/report, consisting of two volumes, was prepared and: 1) reviewed by the steering committee, and 2) presented to the State Board of Education for its consideration.

John M. Chapman
Social Studies Specialist
Michigan Department of
Education

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EDITORIAL COMMENTARY

INTRODUCTION

This section includes, in addition to this introduction:

- A Summary of Recommendations for Action (chart)

- Individual Commentary Reports

  Race Equity
  American Indians
  Sex Equity
  Hispanics
  Bilingual Education
  Gifted & Talented Education
  Handicapped Students
  Educational Soundness
  Readability & Writing Style
  Global Viewpoint
  Teacher Evaluators

- A Summary of Findings (narrative)

- Conclusions

- Suggestions/Recommendations

SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#1	Blacks	1	2	2	1	2	1	2	1	1	2
#2	American Indian	4	3	3	3	4	2	4	2	3	3
#3	Sex Bias	2	2	1	1	2	2	1	1	1	1
#4	Hispanics	4	2	2	4	2	2	2	4	4	2
#5	Bilingual	4	2	2	4	4	4	1	3	1	1
#6	Gifted	4	2	4	2	4	1	2	1	1	1
#7	Handicapped	3	3	3	3	3	3	3	3	3	3
#8a	Educational Soundness	3	1	1	1	3					
#8b	Educational Soundness						3	3	3	1	3
#8c	Scholarship History	2	4	4	2	2	1	1	4	1	4

RECOMMENDATIONS

1. Use as is*
2. Redevelop the materials
3. Use the materials in ways which will counteract the bias/other deficiencies
4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situations, i.e., type of group and developmental levels of students in group

SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#9a	Readability	2a			1b	1	2a			1	
#9b	Readability		1a	1				1a	2		1a
#10	Africa	2	4	4	3	4	3	3	4	3	3
#11	East Europe	4	2	3	1	2/3	2	2	1	1	2
#12	Middle East	2	2	2	2	2	2	2	2	2	1
#13	Asia	2/4	3	4	2/4	4	3	3	1	1	3
#14	Latin America	4	2	3	2	1	2	1	3	2	2
#15	Canada	3	3	3	3	3	3	3	3	3	3
#16a		2									
#16b			3								
#16c				3							

RECOMMENDATIONS

1. Use as is*
2. Redevelop the materials
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4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situtations, i.e., type of group and developmental levels of students in group

SUMMARY OF RECOMMENDATIONS FOR ACTION

Reviewer	Category	American History for Today	America, Its People and Its Values	We the People	The American Way	This is America's Story	Two Centuries of Progress	The Free and the Brave	American Adventure Series	America, America	Let Freedom Ring
#16d					1						
#16e						1					
#16f							2				
#16g								3			
#16h									3		
#16i										3	
#16j											3

*It is understood that most materials need to be adjusted/modified to meet needs of particular classroom situations, i.e., type of group and developmental levels of students in group

RECOMMENDATIONS

1. Use as is*
2. Redevelop the materials
3. Use the materials in ways which will counteract the bias/other deficiencies
4. Do not use materials

1a. With modification to meet range of differences in abilities

1b. With minor modifications suggested in Reviewer #9A narrative

2a. Writing style needs improvement

BOOKS REVIEWED

Book Title	Publisher	Copyright Date
American History for Today	Ginn and Company	1977
America, Its People and Its Values	Harcourt, Brace and Jovanovich	1979
We the People	D.C. Heath	1977
The American Way	Holt, Rinehart and Winston	1979
This is America's Story	Houghton Mifflin	1978
Two Centuries of Progress	Laidlaw Brothers	1977
The Free and the Brave	Rand, McNally and Company	1980
American Adventure Series	Scholastic, Inc.	1977
America, America	Scott, Foresman	1977
Let Freedom Ring	Silver Burdett	1977

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND RACE EQUITY

The commitment to multicultural education by the American Association of Colleges for Teachers is based upon this statement: "No One Model American."[1] This commitment accompanies efforts by colleges of education to restructure teacher training programs of the past, so that preservice and inservice programs for teachers will help them acquire the knowledge and develop skills which will enable them to meet the challenges of a culturally diverse society.

Preservice and inservice educational programs for teachers should help them accept and respect individual differences, and provide quality instruction for all children. Publishers of the textbooks used to teach these children should be encouraged to create curriculum materials which reflect a pluralistic view of our society. Fortunately, most of the publishers of the textbooks examined in this study seem to be aware of the need to eliminate the glaring racist flaws of the past.

[1]"No One Model American," Journal of Teacher Education, Volume XXIV, Number 4 (Winter, 1973) p. 264.

Findings

The following are brief descriptive statements which summarize the reviewer's analysis of each social studies textbook examined in this study:

America! America!, Scott, Foresman - An outstanding textbook which clearly describes the history of the Black American experience as integral to the history of the United States.

American Adventure Series, Scholastic Book Services, Inc. - An exceptionally balanced, equitable, and comprehensive view of Black Americans in United States history.

American History for Today, Ginn and Company - A well written, balanced textbook which contains detailed and comprehensive descriptions of the Black American experience in the United States.

Two Centuries of Progress: United States History, Laidlow Brothers - A sophisticated, comprehensive textbook which gives varying perspectives of the history of the United States and the role of Black Americans.

America: Its People and Values, Harcourt, Brace and Jovanovich - A textbook which focuses on Black Americans in United States history. However, the reviewer had difficulty obtaining an overall view of the interactions, opinions and life styles of the people described.

Let Freedom Ring, Silver Burdett - This textbook provides an excellent portrayal of the experience of Black people prior to the reconstruction period. However, the reviewer indicated that subsequent descriptions of Blacks were weak and fragmented.

The Free and the Brave: The Story of the American People, Rand McNally and Company - This textbook does not provide the depth and scope that the reader needs to clearly understand the impact of Black people upon the development of our country.

This is America's Story, Houghton Mifflin Company - One of the major flaws of this textbook relates to the use of the term "Negro" to refer to Black Americans. As the author tells America's story, many contributions of Blacks were omitted or ignored.

We the People: A History of the United States, D. C. Heath - This textbook presents an uneven account of Blacks in United States history. The reviewer indicated the need to rewrite a major segment and integrate the history of Black people into the overall history of the United States.

Recommendations

The reviewer thought that all of the publishers whose materials were examined in this study had achieved some degree of success in their attempts to include within their textbooks a multicultural component. Therefore, the following recommendations are made to strengthen and improve specific areas where the need has been identified:

1. That teachers use appropriate supplemental materials to compensate for deficiencies identified by the reviewer in some textbooks.

2. That publishers continue to make efforts to integrate the history of Black Americans within the context of their United States history textbooks.

Gloria Y. Gordon
Office of School and
Community Affairs
Michigan Department of
Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND AMERICAN INDIANS

The reviewer mentioned the most obvious negative aspects included in the textbooks regarding the history of America's numerous tribes. Although some textbooks, according to the reviewer, showed an improvement over previous books, there appeared to be a lack of knowledge or research to bring about a better picture of the respective tribes, their lifestyle, religion, and value system.

The identification of American Indians is and has been a difficult task for the census bureau and agencies servicing people. On the one-hand, the federal government has deemed American Indians as a political entity, which is void of racial identity, and on the other hand, has classified them as a minority or a protected group which is based on race. The impact of this confusing concept negates who the American Indians really are, and why they should be deemed as a quasi-sovereign people having certain aboriginal rights.

All people want justice, equity, and the right to have a part in the destiny of their people. American Indians are still struggling to survive in a land of plenty, ruled by non-Indians who seem unable to provide adequate recognition and equitable services to Indian citizens. Many federal, state and local agencies appear to act as gatekeepers, not realizing that American Indians pay federal, state and local taxes.

The real question is, "Why do educated citizens, holding important public offices, feel that American Indians should have less rights and should be treated accordingly?" Many citizens of all races seem to sense that public schools do indeed perpetuate negative racial bias, myths, and untruths about Indian people.

Textbooks, making reference to American Indian protests, fail to mention the aftermaths, the investigations and resulting court decisions. In almost every case, the tribes and individual Indians have been innocent, cleared, or falsely accused. Throughout the history of this nation, the American Indians have been the most loyal patriots and have been deemed the least likely to betray their country in times of peace or war.

Federal policies affecting the lives of Indian tribes since the adoption of the constitution are rarely mentioned. The acquisition of Indian lands by the federal, state and private businesses is generally omitted. The struggles of the tribes to maintain their mineral and water rights are totally omitted from the textbooks reviewed. The continuous struggle between various states and Indian tribes over hunting and fishing rights is generally omitted.

If school children were presented a truer picture of the quest for justice by the American Indian, they would mature into citizens capable of developing a greater understanding and perhaps be in a position to impact a greater justice for all of the nation's citizens. The attempt to conceal the exploitation of the Indian tribes has resulted in a negative guilt feeling of this nation's citizens. People forget that most states did not allow Indian children into public schools until the second decade of this century. Understandably, textbook writers and publishers feel compelled to protect the image of the greater society and yet include "minority people" in a favorable light.

The most obvious omission in many textbooks on American history is the exclusion of the impact that tribes had on most of the major decisions made by the federal government during the early development of this nation. Even today, continuous major policies and court decisions relating to ecology, water supply and rights involving states and tribes take place.

Lester Gemmill
Office of Indian Education
Michigan Department of
Education

COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND SEX EQUITY

". . .Title IX of the Educational Amendments of 1972. . .is designed to eliminate. . . discrimination on the basis of sex in any educational program or activity receiving Federal financial assistance. . ."

Education Amendments of 1972

Although the Title IX regulations do not cover textbooks and instructional materials because of possible conflicts with First Amendment Rights, they are recognized as important. The preamble to the regulations specifically acknowledges the significance of the problem of sex bias in textbooks and encourages agencies and institutions to take action to combat it. The Michigan Legislature, in Public Act 353 of 1974, directed the Department of Education to "develop guidelines" for expanding the existing school curriculum to include materials on the culture of ethnic, religious, racial minority people and contributions of women.

History textbooks are important tools which should not only provide students with an accurate history of foreign and domestic affairs, but of our social and domestic problems. Additionally, history textbooks often provide students with role models of successful women and men. Therefore, it is essential that the textbooks used accurately reflect what has happened and is happening in our society in regard to women.

There are six forms of bias commonly found in curriculum materials. Briefly these forms of bias are:

1) Exclusion/Invisibility - the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustration.

2) Stereotyping - the arbitrary assigning of certain traits and characteristics to persons solely on the basis of sex without regard to their individual interests and/or abilities.

3) Imbalance/Selectivity - only one interpretation of an issue, situation or group of people is presented.

4) Unreality - facts which are unpleasant, controversial, or which do not conform to the value system of the white majority culture are not presented.

5) Fragmentation/Isolation - content is visibly set apart from the main body of the text. Examples of this would be separate chapters on the contributions of Blacks and women.

6) Linguistic Bias - the use of the generic "he", and the use of such words as firemen instead of firefighters.

Textbooks which are not biased are either sex fair or sex affirmative. Sex fair materials are those that treat females and males in the same way, or the effect of the material is indifferentiated or neutral on the basis of sex. Sex affirmative materials, on the other hand, seek to overcome the past effects of sex discrimination. They respond to the unique needs of males and females and affirm the need to recognize and accept change.

Of the ten textbooks reviewed, six were found to be either sex fair or sex affirmative. These books were: We the People, America! America!, American Adventure Series, The American Way, Let Freedom Ring, and The Free and the Brave. In general, these textbooks reflect an awareness on the part of the writers and editors to provide students with a nonbiased and accurate account of American history. Throughout all of these texts the contributions of women are integrated in the body of the text, which stresses the important roles that women have played throughout our history. The text further supports the contributions of women in visuals and language. Women and men are presented in a full range of occupational/family roles. The language used to refer to people is either in the plural or "his/her" is used.

One of the most interesting qualities that appeared in all of these books is their attempt to explain the socialization process that leads to sex stereotyping and the under-representation of women. America! America! and American Adventure Series are two books that have done an excellent job of presenting these two important issues.

On the other hand, the four remaining books were found to be biased. The bias was extreme in one case. In American History for Today, students are presented with a predominantly male orientation of the world. Though gender-neutral language is used in this textbook, such use is not consistent in describing traditional male occupations. Thus, students are presented with a book that focuses on the traditional concepts of male and female which often lead to the devaluation of the contributions of women. Sex bias in the other three books reviewed was not as severe, but was just as demeaning.

Overall, these books continue to portray history as a series of wars with men as key actors. Women, for the most part, are shown as passive and under-represented.

In summary, there has been an excellent attempt by more than half of the publishers reviewed to provide history books that include the contributions of women. Their treatment of women depict them in very positive traditional and nontraditional roles. Where and when appropriate, the writer has tried to explain the under-representation of women and how sex role stereotyping may be responsible. This represents a truly sex affirmative attempt by these publishers, and affirms their sensitivity to the issue of sex equity.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND HISPANICS

By its very nature, history as a field of knowledge is subject to a number of basic problems, namely: (1) misinterpretation of information, (2) inaccurate description of events, (3) omission of significant facts, (4) and contextual inconsistency, among others. The Hispanic review of the year's selected textbooks extensively documents this observation.

Misinterpretation of information concerning Hispanic Americans is a fault that is particularly common among American historians. Biased by their different set of values and cultural background, American historians frequently taint the portrayal of Hispanic Americans and fail to appreciate the rationality of their acts--when, where and why they occurred. For example, the discussion of the Mexican Revolution is often focused on its bloodshed and violence, depicting Mexican heroes as cruel and barbaric, while leaving out an in-depth analysis of the real issues and socioeconomic forces that prompted the revolution.

Inaccurate description of historical events is another weakness of American history textbooks. They contain countless erroneous descriptions of the Hispanic American experience. For instance, some textbooks argue that Hispanic Americans did not begin organizing to defend their rights until after World War II; in fact, as the reviewer notes it, Hispanics--whether as Mexican, Puerto Rican, Cuban, or South American origin people--have organized to defend their rights even before the annexation of the southwest from Mexico by the United States in 1848.

Omission of important facts is perhaps the most pervasive flaw of American history textbooks with respect to Hispanics. Most textbooks exclude numerous signifcant events in the historical life of Hispanics, e.g., the massive deportation of American citizens and legal residents of Mexican descent to Mexico during the Big Depression; the contributions of Hispanics to the scientific and technological advancement of America; the military and neocolonialist interventions of the United States in Hispanic American countries.

Many a historian is also prone to passing value judgments on or critiquing historical events as he/she perceives them from his/her subjective frame of reference; thus failing to set the proper contextual background to describe such events. Pre-Hispanic cultures, for example, are said to have been barbaric or uncivilized with reference to a particular practice, emphasizing the baser rather than the higher values of such cultures--and, again, out of historical context.

Based on the review, it is evident that the efforts of recent years to improve the quality and content of American history textbooks have not done justice to Hispanics. They continue to be misrepresented and underrepresented in publications that form the opinion and shape the attitudes of American youth, both Hispanics and non-Hispanics. This sad condition is not only detrimental to the well being of Hispanics, but is also an impediment to the development of cross cultural understanding.

Furthermore, the status of Spanish as a significant medium of communication in our society, and therefore as a transmitter of culture has not been considered by writers of social studies textbooks for the infusion of Hispanic values, concepts, and beliefs.

The perpetuation of stereotypes and stigmas can only preserve the conditions that have created the social and racial tensions which have in turn led to periods of turmoil and malaise in our society. It is then incumbent upon contemporary and future historians, writers, and editors to be aware of the shortcomings of their predecessors and to make every effort to prevent their reoccurrence.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND BILINGUAL EDUCATION

Since the advent of civil rights, the dilemmas posed for the United States by opposing demands for assimilation on the one hand, and for cultural pluralism on the other hand have become painfully acute. Both thrusts, integration and the self-respect of ethnic group identities are essential to the common good. The challenge of bringing together distinct cultural groups and changing socio-cultural relations in education can best be treated by social studies textbooks via bilingual/bicultural education.

For social studies review purposes the goal of a relevant bilingual/bicultural education program and its correlative objectives is the development and maintenance in the learner of cognitive and affective skills to enable the student to:

-appreciate his/her language and culture via the knowledge of his/her history and heritage,
-value the worth of himself/herself and his/her ethnic group in his/her community and in the larger national and international communities,
-understanding the need for respecting linguistic and cultural differences by an awareness of how language, environment and ethnicity shape the behavior of those who differ from him/her,
-participate in a culturally pluralistic society.

America's alienated socio-cultural groups are in reality related through the influence of languages and cultures upon each other. The American language and culture are not unitary phenomena, but rather are varied in many ways by the influence of other cultures. For example, the English language contains words, patterns of speech, and spelling that were influenced by its historical contact with other languages; similarly, our American culture is a potpourri of previous cultures which have left an indelible imprint. These linguistic and cultural borrowings have occurred repeatedly in history whenever two ethnic groups come into contact for any prolonged period of time. These cultural and linguistic loans show us what one nation has taught another. The American language and culture have not lost any of its inherent characteristics, but gained a wider vocabulary and gained an ampler perspective of the world which has given it a sort of refined quality.

Given the fact that language is the greatest transmitter of a culture, and that history textbooks offer a chronological record of events, as of the development of a people, publishers need to be aware that other national origin languages and cultures are ipso facto

an integral and impirical part of the American language and culture. Of all the textbooks reviewed, none of the series have goals nor objectives compatible with those of bilingual education; none make a commendable attempt to reflect the bilingual/bicultural reality of the ethnic groups mentioned; and only one provides a phonetical structure of non-English words to provide phonological integrity.

In general, ethnic minorities are mentioned in the textbooks but only in terms of their culture. No insight is provided into the communicative legacies of these linguistic groups and their influence on the American language due to cultural contact. When cultural insights of minorities are provided, some textbooks considered it regressive, others emphasized the immigrant rather than one living in a culturally pluralistic America, and some promoted the melting pot concept.

Even though there was mention of cultural pluralism in some of the textbooks, none of them dealt with the concept of bilingualism from a pedagogical, social, or national interest perspective.

The materials under review were seriously deficient in portraying the bilingual/bicultural character of its American citizenry. The evolution of the assimilationist philosophy continues to have a great impact upon what is included in the textbooks. The lack of knowledge of language hinders our perception and understanding of the feelings, values, and culture of other ethnic groups.

Publishers, in response to the educational needs of a cosmopolitan, globally interdependent, culturally pluralistic hemisphere, should recognize that there are value laden concepts which are important to treat; i.e., "time", "poverty", "justice", "war", and "hunger", to name a few. These concepts are saturated with linguistic and cultural presuppositions which affect human perceptions of them. This is what is important to perceive for human understanding in an ever shrinking world. This is the conceptual learning that is important thru bilingual education--people learning about people, how they think, feel, and view reality and the world.

In spite of the fact that the American motto is "E Pluribus Unum"; i.e., "though many we are one", some will readily admit that within the melting cauldron, cultures in America are as merged as water and oil. History textbook authors and pulbishers need to light the bilingual/ bicultural flame of understanding under the melting pot in order to enhance the merging of American cultures through an understanding of the pluralistic nature of our society and an acceptance of the language and culture of all people as individuals of worth and dignity.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND GIFTED AND TALENTED EDUCATION

Despite a sixty year history of intermittent attention to programs for gifted and talented students, their educational needs have been misunderstood, ignored or misrepresented in most of our public schools. Efforts in the past have focused on identification solely through IQ and standardized tests and accommodation which mainly focused on special grouping, acceleration and enrichment options. While each has its place in the overall scheme of gifted/talented programming, educators today emphasize the need to identify students with potential as well as demonstrated talents using a variety of methods to search for these abilities and to look at a comprehensive program that involves a variety of options and teaching styles but relies on the teachers' skills and understanding of the students' needs to accommodate them successfully.

A growing number of teachers have been involved in professional development activities over the past ten years that identify this population's characteristics, learning styles and needs, and methods of accommodation; however, the majority have not and are still unfamiliar with this area. Thus, it is important that any curriculum study committee review a textbook for its appropriateness for the various learners in the classroom, including the gifted and talented.

A textbook series that would most accommodate gifted and talented students in a heterogeneous setting is one that:

- provides historically accurate information from a variety of viewpoints.
- presents material in an appealing and varied format which includes: pictures, graphs, cartoons, poems, art, primary sources, etc.
- includes a variety of activities and questions that encourage the use and development of higher level thinking skills.
- encourages student involvement in open-ended discussions, investigations and in-depth study in an area of interest.
- provides a teacher's guide that offers suggestions for extensions and resources for further study in each topic area, as well as ideas to interest students to pursue in-depth investigations.

The checklist used by the reviewer offers a more complete listing of criteria on which to judge social studies textbooks and, indeed, instructional materials for all curricular areas.

In summary, the review of the nine social studies textbooks and teacher's guide in regard to the gifted and talented, revealed that only several books adequately address those criteria which would interest as well as challenge this group. It is also important to acknowledge that the text alone cannot accomplish this--the teacher and his/her use of the textbook and other instructional materials will make the difference in the success of this program for all students.

The inclusion of a review related to the special needs of the gifted in this textbook study is important for textbook evaluation and selection committees as well as textbook publishers. The review criteria and reviewer's comments both offer suggestions that develop the awareness of this population's needs and provide criteria upon which textbooks could be better selected, written or modified.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND HANDICAPPED STUDENTS

Since the passage of Public Law 94-142 in 1975, which addresses the matter of educating all children, including handicapped, renewed emphasis has been placed on the handicapped citizen in the mainstream of American life. The education of the handicapped child, however, is not accomplished solely by providing him/her with an appropriate educational setting. Part of this process must be to educate the non-handicapped population in regard to the accomplishments and abilities of the handicapped citizen, as well as their limitations and needs.

Throughout the history of the United States, many notable citizens have, for a variety of reasons, been considered handicapped or related to the handicapped population. The reviewer has found in the textbooks in this study that many of these notable citizens are cited and their places in society mentioned. However, it is the failure to accurately and positively portray the "everyday handicapped citizen" that is disappointing. Handicapped Americans play a vital role in all aspects of our nation's growth. The opportunities to include citizens in all walks of life who just happen to possess a physical or mental condition of "handicap" are greatly lacking.

All series were seen as possessing ample opportunities to introduce the reader to the handicapped in the mainstream of daily living. Several topical areas lent themselves to logical inclusion of this population, but in the reviewer's opinion, all textbooks were found deficient.

Additionally, the mention of the handicapped was usually seen as a stereotypic representation of the condition rather than as a portrayal of the worth of the individual with the condition.

The reviewer considered the attempts at inclusion of the handicapped commendable, but found all of the series lacking in seizing the opportunity for more broad-based examples of the handicapped in the mainstream of American life. Proper teacher-directed study and discourse must be used to overcome this deficiency on the publisher/author's part.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS AND AN EMPHASIS ON EDUCATIONAL SOUNDNESS

Most of the United States textbooks for eighth graders are organized in a traditional, chronological historical order, focusing on the traditional events customarily included in the story of our beginnings as a nation. There is evidence within the books reviewed in this study of several attempts to try to reorganize certain periods and/or events and topics in a unique manner with varying degrees of success. Because of the need or compulsion to include a great deal of historical information, oftentimes, these attempts, it appears, may lead to confusion and a lack of focus for the student.

Occasionally, when the historical narrative was somewhat abridged and/or simplified, the presentation was distorted and the oversimplification could lead to confusion and misunderstanding by students. In general, the textbooks were satisfactory from an educational soundness standpoint although a few inaccuracies were noted.

The publishers still appear to feel a sense of responsibility and need to include a great deal of information in the eighth grade United States history textbook. The publishers may not be totally at fault. Generally, the curriculum in social studies today is eighth grade United States history and at the eleventh grade level a United States history course. It appears, too, that textbooks for both levels are somewhat identical. Possibly there are more details for the historical events in the eleventh grade United States history textbook. The readability, of course, should differ between the textbooks for the two levels. What are the other differences? If any?

It might be worthwhile for the curriculum designers to review the research on learning and the curriculum for the two levels and then suggest an organizational format for the teaching of United States history which would stimulate excitement and interest rather than have disinterested students say at the eighth grade level, "This is boring and dull," and at the eleventh grade level, "But, we have already covered this (and almost certainly buried it)." Possibly, by concentrating on an in-depth investigation and carefully selected concepts and topics. having some connections and relevancy for eighth graders, perhaps more students might become enthusiastic and eager about the study of United States history.

It is generally assumed that the information provided and/or omitted in textbooks is objective and unbiased, whatever the topic or event. This information, learned by students, will then assist them in interpreting contemporary problems and issues and participating effectively in the political, social and economic institutions of our society. Therefore, the textbooks are filled with all kinds of information--some trivial, some significant. It appears that classroom teachers, social scientists, curriculum designers, and publishers ought to work more cooperatively in developing an eighth grade history textbook which highlights fewer topics in greater thoroughness. Such a textbook should also be of interest and relevancy in the lives of the students compelled to use them.

At the same time, the textbook makers ought constantly to be aware of the student. The textbook is for the student. The teacher hopes that the student will develop certain understandings and insights into the history of our nation through the use of the textbook so that he or she can effectively assume roles in today's world, can understand and deal with contemporary problems and issues, and can find reasons for his/her existence in this society and world.

Even though publishers are aware of the need to focus on the pluralistic nature of our society, the attempts to include people of diverse cultural and racial heritage - the handicapped, the aged, and women - within their textbooks are accomplished with varying degrees of success. The concept of cultural diversity as it contributes to the greatness of our society is not adequately and forcefully presented. Perhaps it is easier to use less biased language in the text than to integrate the involvement and contributions of various people into the history of our nation in a smooth and well flowing manner so that the students will know that they played an integral role in sharing the development of our nation and content was not simply "added" to the textbook because that was the right thing to do at the time.

Most of the textbooks successfully communicated values basic to a democratic society in a positive manner. However, whether or not the approach and the strategy used by the publishers to develop and to present the values is the "best way" of convincing and educating students to make a commitment to democratic "core" values, may be open to question.

There is a definite need for a more global perspective in the presentation of United States history. Most of the textbooks reviewed emphasized an American perspective. This perspective was sometimes a rather limited view not appropriate for today's interdependent world.

In trying to maintain impartiality, the style of writing in some of the textbooks reviewed appears to be rather bland and uninteresting although in cases involving controversial issues, attempts are made to present a number of viewpoints. Even as publishers are concerned, and they should be, about the vocabulary and the readability level of the textbooks, they should also be interested and perhaps even more concerned about the style of writing. Will a student pick up the textbook and read it? In spite of the attractiveness of textbooks, the many well selected illustrations and cartoons, they still do not appear to excite the students and stimulate them to read and study them. Students, oftentimes, feel that they are reading the "same old textbook in another cover." How are teachers to react to this type of comment? Is it possible for textbooks to be written in the style of Howard Fast's April Morning; Esther Forbes's Johnny Tremain, and/or Conrad Richter's Light in the Forest? -- Can textbooks, too, be written that depict history and vigor and color?

Textbooks ought to help the teacher make United States history exciting, significant, and meaningful to eighth graders. The teacher and the textbook must convey the enthusiasm and stimulation needed to make the study of the United States history a worthwhile and meaningful experience. Can these textbooks change the attitude of students toward the study of United States history?

Most of the textbooks are interdisciplinary, concept-oriented, and emphasize inquiry based instructional methodology.

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COMMENTARY:

ASSESSING THE READABILITY AND WRITING STYLE OF SOCIAL STUDIES TEXTBOOKS

A major goal of the Michigan Department of Education Social Studies Textbook Studies is to provide information to educators that will help them select and adjust textbooks and other materials so that children will have the best possible opportunity to learn from them regardless of the childrens' range of ability levels or differences in background. Certainly, the degree to which printed materials are easily comprehensible and interesting is an important consideration in equalizing the opportunity to learn for all students.

Factors contributing to the readability of instructional materials can be studied in various ways. The cloze procedure, described by Rankin and Culhane (1969), is desirable when students are available for testing. Readability formulae such as the SMOG developed by McLaughlin (1969) and the procedure devised by Fry (1977) are frequently used to obtain a gross measure of level of difficulty. However, these devices do not provide a comprehensive analysis of factors teachers and curriculum leaders need to consider in an examination of textbooks.

In addition to keeping in mind the previous experiences and characteristics of the students who will be using the materials, textbook reviewers may wish to direct their attention to the following features:

1. Linguistic Factors. Written language is composed of graphemic, syntactic and semantic elements. As children mature and as they read more, their abilities to process these elements usually increase. One way to estimate reading grade level is to use a readability formula which takes into account factors such as sentence length and multisyllabic words because other elements that contribute to difficulty level tend to increase exponentially with these factors. In this study both the SMOG and the Fry procedures were used. Readers will note that the SMOG consistently yields a higher numerical level than the Fry. The SMOG level is generally considered an estimate of independent reading level while the Fry indicates instructional level. The former level might be required of a reader who does not receive instructional assistance, while the latter might be sufficient if such assistance is provided.

2. Conceptual Factors. The ideas presented in materials also contribute a great deal toward reading ease or difficulty. Readers use the store of concepts that they possess to understand new ideas. If they lack appropriate concepts because of immaturity or inexperience, they may not comprehend what they read even though they may be able to read aloud with apparent ease. Aspects, such as concept density, abstractness of concepts, perceived relevance of concepts, and inadequate concept development, affect reading ease or difficulty. Further, the representation of females, physically handicapped, racial and ethnic groups and others who have been set apart is important since readers need to be able to make a positive identification with people in the text since this can affect reading motivation which affects achievement.

3. Organizational Factors. Writing that reflects a clear, logical development of subject matter and employs devices to highlight the organization of the presentation contributes greatly to ease of comprehension and recall of information.

4. Writing Style. While style is somewhat elusive to define, certain features of writing such as cohesiveness and word choice, contribute in great measure to comprehensibility. Sentences that are unnaturally short and choppy, as well as lengthy sentences with unclear referents interfere with comprehension. A writer's style may be interesting or dull and pedantic.

5. Learning Aids. Since aids to learning from reading are usually employed by authors of instructional materials and since they may contribute to comprehension, attention should be given to their potential effectiveness. These include questions or tasks that direct the reader to various levels and kinds of reasoning and aids in acquiring new vocabulary.

6. Teaching Aids. Instructional manuals, management plans, and tests are examples of teaching aids that might be included as part of an instructional package. These should be examined with regard to ease of use, extensiveness and quality.

7. Binding/Printing/Format/Illustrations. Pictures, charts, graphs and other illustrations may contribute to interest as well as clarification of the text. Type-face and format are factors that may influence text appeal.

8. Interest. Because the analysis of written discourse can be detailed and technical, there is a danger of overlooking the overriding impact of interest. Some readers will push themselves past obstacles of difficult vocabulary and phrasing in their quest for information that is exciting and interesting. But dull content has a devastating effect on learning. There is no sound reason for an intrinsically interesting area such as social studies to employ uninteresting textbooks. Those who select materials need to consider interest as a potent factor in comprehensibility, but they should also be mindful that a very difficult level of readability can defeat enthusiastic students. All aspects need to be weighed.

The chart presented in the appendix specifies concerns within the areas briefly described in the preceding discussion. Use of the chart enables those analyzing instructional materials to reduce subjective judgments to some degree while considering a range of factors. (Appendix B-4)

A discussion of the readability of textbooks is not complete without a consideration of their use. Teachers who confront the problem of helping children learn from printed materials in social studies need to employ the effective, practical instructional methods that are presented in college courses on content reading and writing. Course work in this area is now required for elementary and secondary teachers in Michigan. Teachers who obtained their certification before this mandate existed may need to take courses so they can become more effective in helping all students become proficient readers.

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COMMENTARY:

SOCIAL STUDIES TEXTBOOKS, A GLOBAL VIEW

One would not expect to find extensive coverage of other world areas per se in a textbook of American history. However, it is important for contemporary scholars and authors of textbooks to present American history within its international context. We cannot afford to allow our young people to confine their understanding of American history to a narrow and exclusively nation-centered study. Throughout our history, peoples from other continents have affected the policies and cultures of the United States, and the actions of this nation have had significant impact on the peoples of other world areas, particularly in recent history.

Curriculum specialists in area studies, including Africa, Asia, Canada, Eastern Europe and the Soviet Union, Latin America and the Middle East, reviewed the United States history texts selected for this study. All agree that the international aspects of our history and of our contemporary society are grossly underrepresented. References to other peoples and nations of the world are weak and frequently present distorted views of those cultures. Little or no history is presented of those world areas except as it relates to the United States, and then the references portray the peoples of Africa, Asia, etc., as passive rather than active participants in history.

Events such as the oil crisis are blamed on the policies of the OPEC nations without regard to the economic history of our relations with the Middle East. Likewise, the Open Door Policy with China is presented out of context, and coverage of the Spanish-American War is focussed on chronologies of battles rather than on causes of the conflict itself.

A social studies editor for a major American textbook publisher once said, "We cannot present the United States in a bad light if we want our books to sell." This is borne out in these ten United States history books. Generally, controversial topics are omitted. All of the reviewers call for a more honest appraisal of the history of relationships between the United States and the rest of the world. Several comments are made about the simplistic cold war assumptions which abound in these texts whenever Africa, Asia or Latin America are described.

Treatment of Asians, Africans, Latin Americans and persons from the Middle East who reside in the United States is either non-existent or fails to discuss the discrimination these peoples have suffered because of racism within our nation.

The role of economic imperialism of the United States in all world areas is underestimated or not discussed. This not only precludes the possibility of understanding the role of foreign corporations in economic and social underdevelopment in other world areas, but it also precludes the likelihood that the reader will learn how dependent the United States is on other nations for its own survival.

One of the most astonishing findings was the near absence of content about our biggest and most friendly neighbor, Canada. It is inconceivable that the history of relations with this next door neighbor is so neglected in our own history books.

A final plea from the reviewers is for some coverage of foreign relations which represent peaceful and positive relationship to the United States rather than ones focussed exclusively on wars and conflicts.

Recommendations:

There are over 80 centers for world area studies in the United States which receive funding from the Department of Education in Washington, D.C. Those wishing to obtain a listing of the locations for international area study centers may contact the African Studies Center, Michigan State University, East Lansing, Michigan 48824. These centers, along with other excellent resources for teachers, such as the education division of the Asia Society, can provide help in selecting supplemental teaching materials about foreign areas.

The reviewers of these textbooks are located in such centers and inquiries directed to them will be answered. Specific recommendations are made by the reviewers in their "summary of findings" in Volume I and the checklists provided in Volume II of this study.

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COMMENTARY:

EVALUATION OF SOCIAL STUDIES TEXTBOOKS BY TEACHERS

The 1978-79 Michigan Social Studies Textbook Study offered a number of suggestions for consideration by teacher training institutions and several recommendations for future studies.

Teacher training institutions were encouraged to familiarize pre-service and in-service teachers with the Michigan Social Studies Textbook Act; with the concepts of cultural pluralism in a democratic society; and with the skills for evaluation, selection, and enrichment of instructional materials.

Moreover, it was recommended that the review itself be an understanding and insightful experience in textbook evaluation, selection, and use by teachers.

It was possible to realize, to a degree, these suggestions and recommendations since teachers enrolled in a graduate level course focusing on cultural diversity and the American society engaged in the review and evaluation of the ten selected eighth grade United States History textbooks for this study.

As the teachers involved in the reviews became interested and critical of the textbooks selected for this study, they, likewise, began to examine analytically the textbooks they were currently using with their own students. It was particularly noteworthy that the criteria used for the critiques made them aware, in some cases for the very first time, that textbooks may be biased and stereotypical in the presentation and omission of content. Furthermore, the teachers, after the reviews, did feel a certain sense of competence in being able to use biased and stereotypical learning materials. They were able to prepare and to provide for their students additional, appropriately selected, and well-planned learning experiences to focus on the presentation of the content in a more accurate and non-biased manner.

Generally, the teachers felt that most of the textbooks reviewed were organized for effective learning, utilizing the inquiry and conceptual approach. Yet, even as the textbooks attempted to present ethnic and racial minorities and women in a non-biased and non-stereotypical manner, the teachers felt that the treatment was often fragmentary and inadequately presented since the information appeared to be inserted as an afterthought rather than as a part of the natural enfoldment of historical events. They noted, that the aged and the handicapped, in most cases, were completely ignored.

The treatment of various minority groups, events, and issues varied from very poor to very good, even with a single textbook. Yet, the language of the textbooks was almost always non-sexist.

The teachers noted that the textbooks were generally quite attractive with interesting illustrations, cartoons, charts, maps, graphs, etc. Efforts were made by the publishers to present content in a novel and unique way, although occasionally the organization and continuity of thought were difficult to follow.

The teachers observed, too, that a number of the textbooks highlighted individuals and special features to motivate students to study United States History. This, they felt, ought to help students become more interested and enthusiastic about studying history.

The teachers, moreover, commented on the variety and number of teaching/learning activities presented in the textbooks and the improvement in the quality of the questions. Because of the great demands on the teacher's time, these suggestions for teaching and learning activities ought to be most helpful to them as they plan for their particular group of students.

Apparently, too, the problem of motivating the students to use the textbooks and to enjoy the study of our heritage is a very crucial one for teachers. The teachers ought to be very appreciative of any attempts made by the publishers to provide attractive and well-organized and written textbooks that would stimulate students to study United States History with enthusiasm and interest.

Teachers can become acquainted with the process of review which will help them evaluate, select, and/or modify textbooks to present a more accurate, non-biased, and honest story of our heritage. Teachers are concerned and can be trained to be very effective in critiquing textbooks and raising their awareness level in terms of textbook quality and textbook use.

Those teachers who participated in this study have acquired skills which will enable them to perform more effectively than they would have otherwise been able to do as teachers within their respective classrooms. They will also be able to provide leadership on curriculum and inservice education committees that are responsible for evaluating and selecting instructional materials.

Certainly, this experience ought to be extended to other teachers, as many as possible, who are also interested in stimulating interest and enthusiasm in history. Teachers trained in evaluating textbooks can assume the responsibility to review textbooks in use, to be aware of the strengths and deficiences of the textbooks, and to teach to improve the weaknesses and omissions in the textbooks.

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SUMMARY OF FINDINGS

A. Blacks and Women

The publishers of all the textbooks reviewed:

1. Had made appreciable attempts, with a reasonable degree of success, to positively and accurately reflect the role and history of Blacks and women

2. Were more successful in regard to the positive treatment of Blacks and Women in these textbooks than they were in regard to any other of the categories evaluated in terms of stereotypes, omission and bias

3. Need to work towards integrating in a smoother manner, content about Blacks into the textbooks

B. American Indians, Hispanics and Handicapped

The reviewers reported finding major deficiencies in regard to the treatment of American Indians, Hispanics and the Handicapped. Examples of some negative and positive comments included:

1. American Indians

   a. There seemed to be a point in each of the textbooks where all American Indians stopped existing - omissions of a positive image of modern day Indians was apparent

   b. Basically, American Indian women, children and family life were found to be non-existent

   c. About one third of the textbooks reviewed were extremely biased and portrayed/reinforced "the old blood-thirsty savage image"

   d. The majority of the textbooks were quite bland and stayed away from all controversies (generally by omission)

   e. Two of the textbooks expressed Indian viewpoints on occasion and appeared to make an honest attempt to explain why conflicts happened

2. Hispanics

In the opinion of the reviewer, all of the textbooks reviewed contained serious flaws in that:

a. They all failed to relate the Indo-Hispanic, and Mexican heritage to the Mexican-American people in the United States

b. There was perceived to be by the reviewer a lack of content on Hispanics during the 20th century

c. There appeared to be an almost complete lack of substantive information on Hispanic groups such as the Puerto Ricans and the Cubans

One positive finding was that all of the textbooks did contain information on the Pre Columbian civilizations, on Spain and on Mexico

3. Handicapped

a. The reviewers with expertise in regard to the handicapped considered the attempts by publishers to address the matter of the handicapped as commendable but found all of the textbooks lacking in that broad-based examples of the handicapped in the mainstream of America were missing, i.e., mention is made in the books of notable citizens in our society who were/are handicapped but there is infrequent references to average individuals that are handicapped

b. With the exception of one textbook, portrayals of the handicapped as active members in the mainstream of society is missing in all textbooks reviewed

C. Bilingual/Gifted and Talented

1. Bilingual

The reviewer with expertise in regard to bilingual education was of the opinion that:

a. All of the textbooks were seriously deficient in portraying the bilingual/bicultural character of America and considering the concept of bilingualism

b. No reference is made to language . . . use; other than English

c. In general, ethnic minorities are mentioned in the textbooks, but only in terms of their culture

d. Only one of the textbooks provides a phonetical structure of non-English words

e. The emphasis, in at least some of the textbooks, is on the assimilation of ethnic groups into the American society with insufficient attention given to the heritage and lives of those members of ethnic groups that were born and reared in the United States

2. Gifted and Talented

a. Two of the publishers met most of the criteria pertaining to the instruction of gifted and talented students

b. In four instances, the publishers have produced textbooks which may be adequate for the gifted and talented students; however, the teaching manuals are quite inadequate

D. Educational Soundness, Scholarship and Readability

1. Educational Soundness

In regard to educational soundness, none of the textbooks received the lowest possible rating on a 1 (high) to 4 (low) scale and the majority, by and large, received high ratings

While the two reviewers for this category felt the textbooks had many strong points in terms of educational soundness (e.g., excellent illustrations, reproductions, cartoons, maps, graphs, photographs, suggested teacher-learner activities, etc.) and they have included in their excellent and detailed summary reports (pp. 156-158 and 172-175) suggestions for improving eighth grade United States history textbooks which all publishers should consider

2. Scholarship

   a. Three of the textbooks were rated high, three received a relatively high rating and four were considered to be very weak in terms of scholarship

   b. Those textbooks in which a historian plays a leading role usually have a good narrative style, a good chronology and relatively few breaks in the narrative. Those textbooks in which individuals other than historians play a dominant role in developing tend to stress cognate disciplines . . . sometimes ignore chronology, and rely on gimmicks, "attention getters" and pictorials to carry the story along

   c. The pictorial material, maps and charts are abundant and in many books overabundant . . . the charts and diagrams are generally well chosen and appropriate, and do something to alleviate the general dullness of the textual material

3. Readability/Writing Style

   a. Publishers of all of the series reviewed seem to have made an effort to produce textbooks with readability levels suitable for students within the age/grade levels for which the books were written. Some were more successful than others

   b. In at least two textbooks, the use of short sentences and repetitions language resulted in a choppy style that would probably interfere with the reader's comprehension of ideas

   c. Textbooks also varied in their suitability for various groups - slow learning students, average students and advanced students

E. Other World Areas

1. All of the reviewers agreed that the international aspects of our contemporary society are grossly underrepresented in the textbooks reviewed. References to other peoples and nations of the world are weak and frequently present distorted views of those cultures . . . peoples of other areas of the world are portrayed as passive rather than active participants in history

2. Treatment of Asians, Africans, Latin Americans and persons from the Middle East who reside in the United States is either non-existent or fails to discuss the discrimination these peoples have suffered

3. One of the most astonishing findings was the near total absence of content about Canada

CONCLUSIONS

The 1982-83 Michigan Study of Selected Eighth Grade United States History Textbooks is the tenth such study conducted by the Michigan Department of Education (1968-1983).

The six prominent historians who served as viewers in the initial 1968 study found that virtually all of the secondary American history textbooks (12) included in the study were considered to be inadequate in regard to whether or not they accurately and positively portrayed the achievements, accomplishments and contributions of minorities in America. The results of succeeding studies - where the focus varied from one study to another and social studies textbooks used at various school levels were reviewed - tended to support the conclusion that publishers were attempting, with varying degrees of success, to print and sell books which accurately and positively portrayed the history and current state of our pluralistic American society.

The quality of social studies instructional materials has, over the intervening years between the earlier study and this study, in some respects, suffered as publishers responded, sometimes hurriedly, to the concerns of particular groups (Blacks, Hispanics, Women, American Indians, etc.) which felt they had been left out of the textbooks or inaccurately portrayed. Within the report of reviewers in the 1982-83 study there are comments and suggestions to the effect that in their efforts to satisfy, the concerns of various groups, textbook content is sometimes organized and presented in a "fragmented, uninteresting and disjointed manner."

Moreover, while in this study one reviewer (Reviewer #1) concluded that "all of the textbooks accomplished the minimum standard of containing pictures of Blacks and describing the most well known Black Americans," the reviewer and others (8-A, 8-B, 8-C) felt there is a need for publishers to organize and present the story of Blacks, Hispanics, Women and other groups in a more integrated manner throughout the book. Too often, the treatment of Blacks and other minorities is done in an "add-on" fashion and as isolated units of study.

The reviewers in this study who have particular expertise in regard to educational soundness (8A and 8B), scholarship (8C) and readability/writing style (9A and 9B) have described in an excellent, succinct and detailed manner what the strengths and weaknesses of the ten textbooks reviewed are in terms of educational soundness and scholarship.

Finally, it is obvious from what is said by reviewers in this report and the findings of previous reports that there is no such thing as a textbook that is satisfactory in all respects. Nor is it likely that publishers within the forseeable future will develop materials that will be free of deficiencies. Thus, one can conclude that there will continue to be a need for inservice education workshops which will focus on helping school administrators, curriculum directors and teachers learn to compensate for deficiencies and limitations in textbooks.

SUGGESTIONS

Publishers

In regard to the current study, in several instances, textbooks with a more recent copyright date have been released by the publishers whose materials were reviewed and/or newer materials are now being prepared. It is hoped that the weaknesses identified in this study have either been corrected in more recent editions or the findings of this study will be considered when and as new materials are being prepared.

It is suggested that all publishers of social studies materials review and study the specific findings recorded in this report and make appropriate modifications in their textbooks.

Local School District Administrators, Curriculum Directors, Curriculum Committees and Teachers

It is suggested that individuals in local school districts who are responsible for selecting and evaluating social studies instructional materials should:

- study the details of this report and consider the findings as they proceed to evaluate and select social studies instructional materials within their districts
- if they do not already exist, establish and implement procedures for selecting and evaluating social studies materials to determine the degree to which:
  - -- they accurately and positively portray our pluralistic society
  - -- they foster the concept of global interdependence and a world perspective
  - -- they are educationally sound, reflect high quality scholarship and are suitable in terms of readability for the age/grade levels designated by the publishers
  - -- administrators, curriculum directors and teachers participate in periodic and timely inservice education workshops which focus on selecting and evaluating instructional materials for bias and learning how to compensate for deficiencies

Michigan State Department of Education

It is suggested that the State Board of Education:

- continue to conduct the social studies textbook random sample study on a biennial basis and to broadly distribute the report
- expand upon the study (as stated in existing legislation) to include on a cyclical basis a review of instructional materials in other curricular areas, i.e., language arts/reading, science and fine art, etc. (Appendix H)
- broaden the study to include a category for the aged
- conduct a comprehensive random sample survey of schools and school districts for the purpose of obtaining data on:
  - -- how many districts have established and implemented board of education policy and procedures which are consistent with Section 1173 of the state law for evaluating and selecting social studies and other instructional materials
- prepare and distribute a report of findings and recommendations on such a study to all school district superintendents
- conduct periodic and timely inservice education workshops which focus on selecting and evaluating instructional materials for bias and learning how to compensate for deficiencies for administrators, curriculum directors and teachers

Michigan State Legislature

It is suggested that adequate funds should be appropriated to conduct the studies, and to prepare and distribute the reports.

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APPENDIX A

EDUCATION CODES AND STATE BOARD OF EDUCATION RECOMMENDATIONS

380.1166 CONSTITUTIONS AND GOVERNMENTS; MANDATORY COURSES: COMMENCEMENT OF INSTRUCTION; EXCEPTION (M.S.A. 15.41166)

Sec. 1166. (1) In all public and nonpublic schools in this state regular courses of instruction shall be given in the constitution of the United States, in the constitution of Michigan, and in the history and present form of government in the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

(2) A high school in this state which offers 12 grades shall require a 1-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state, and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

380.1168 CONSUMER ECONOMICS; CURRICULUM GUIDE (M.S.A. 15.41168)

Sec. 1168. The state board shall develop and make available to school districts a recommended curriculum guide including recommended materials for use in schools for teaching consumer economics as a separate course or as parts of other courses.

380.1173 SOCIAL STUDIES; SELECTION AND SURVEY OF INSTRUCTIONAL MATERIALS (M.S.A. 15.41173)

Sec. 1173. (1) The appropriate authorities of a public school of the state shall give special attention and consideration to the degree to which instructional materials that reflect our society, either past or present, including social studies textbooks, reflect the pluralistic, multiracial, and multiethnic nature of our society, past and present. The authorities, consistent with acceptable academic standards and with due consideration for the required ingredients of acceptable instructional materials, shall select instructional materials which accurately and positively portray the varied roles of men and women in our pluralistic society.

(2) The state board shall make a biennial random survey of instructional materials in use in this to determine the progress made in the attainment of these objectives.

380.1174 CULTURE OF ETHNIC, RELIGIOUS, AND RACIAL MINORITIES: CONTRIBUTIONS OF WOMEN; GUIDELINES (M.S.A. 15.41174)

Sec. 1174. (1) The state board may develop guidelines for expanding the existing school curriculum to include materials on the cultures of ethnic, religious, and racial minority peoples, and the contributions of women, as defined by the state board.

(2) Guidelines promulgated pursuant to subsection (1) shall be available for grades K to 12 in every public or nonpublic schools. The guidelines shall include:

(a) History and heritage of ethnic, religious, and racial minorities and of women and their contributions.

(b) Living conditions, beliefs, and customs of ethnic, religious and racial minorities and of women and their contributions.

(c) Problems and prejudices encountered by ethnic, religious, racial minorities and by women.

(d) Word meanings and usage as employed by ethnic, religious, racial minorities and by women.

(e) Culturally related attitudes and behavior of ethnic, religious, racial minorities and women.

State Board Recommendations

Several documents approved by the State Board of Education address matters and contain recommendations specifically related to social studies education in Michigan and are available upon request. Included are:

1) The Common Goals of Michigan Education (1979)

2) The Michigan Essential Skills (1979)

3) Determining Common Goals for Local Schools

4) Position Statement on Multicultural Education (1979)

5) Guidelines for Providing Integrated Education in School Districts (1977) *

6) Guidelines for Global Education (1977)

7) Consumer Economics Education Guidelines (1979)

8) Environmental Education Guidelines (1973)

9) Michigan Life Role Competencies (1978)

10) Bias Review Procedure: A Procedure for Detecting and Documenting Sex, Race and Other Biases in Educational Materials

*Copies available in State Library, State Department of Education and Regional Educational Media Centers for review purposes only

EAST LANSING PUBLIC SCHOOL
BIAS REVIEW CHECKLIST

Reviewed By _____ TITLE _____

Building _____ Publisher _____

Date _____ Copyright Date _____

Groups / Subject o Bias	1. Slur	2. Stereotypes					3. Erron. Group Rep.	
		a. occupa-tional role	b. familial	c. person-ality Traits	d. physic. charact./ appear.	e. social	a. Under-represen-tation	b. Segre-gation
A. Age	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight
B. Eco-nomic	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
C. Ethnic	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
D. Racial	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
E. Familial	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
F. Handi-capped	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
G. Reli-gious	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe
H. Sex	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe	No Slight Severe

Part II Specific Comments:

Part III Summary & Conclusions:

Part IV Recommendations for Action

- ☐ Use as is
- ☐ Redevelop the materials
- ☐ Use the materials in ways which will counteract the bias
- ☐ *Do Not Use Materials*
- ☐ Other _____

_____

_____

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_____

_____

EAST LANSING PUBLIC SCHOOL
BIAS REVIEW CHECKLIST

Reviewed By _____ TITLE _____

Building _____ Publisher _____

Date _____ Copyright Date _____

DEFINITION OF TERMS

I. BIAS—Any aspect of instructional materials considered within the larger context in which it appears, which might reasonably be assumed, to create or reinforce in a student:
   1. A prejudice against a group of people.
   2. A stereotype of a group of people.
   3. An erroneous representation or non-representation of a group of people.

II. BIASING ELEMENTS

A. *SLUR*—These are words, statements, modifiers, or innuendos—in text or illustrations—which are derogatory, insulting, or disrespectful to a member of any group.
Example—use of the word, "girls", to mean adult women.

B. *STEREOTYPE*—Unjust distinction or differential and unequal treatment made against one person or group in favor of another.
   a. Occupational roles
   Example—female secretaries
   b. Familial roles
   Example—all fathers are breadwinners
   c. Personality traits
   Example—fat people are jolly
   d. Physical characteristics/appearance
   Example—facial features of a group of people depicted the same way
   e. Social
   Example—Southerners are Baptists

III. ERRONEOUS GROUP REPRESENTATION

A. Under-representation—refers to the absence of a group when the context suggests it should be present, or to the group being present, but treated as insignificant. Examples—A Home Economics class made up solely for girls.

B. Segregation—refers to describing in words or illustration an artificial separation of one group from another. Example—boys and girls shown in separate gym classes.

IV. GROUPS SUBJECT TO BIAS

1. *Age*—Misrepresents a person or group based on their age.
2. *Economic*—Separates groups on the basis of occupation, earning power, income, or expectations of future life chances
3. *Ethnic*—Subordinates a person or group because of their values, customs and beliefs *which are elements of a common heritage.*
4. *Racial*—Subordinates a person or group *because of their color.*
5. *Familial*—Subordinates all family structures other than the nuclear family (father, mother and children).
6. *Handicapped*—Discriminates against a person or group on the basis of a physical, mental or emotional impairment.
7. *Religious*—Discriminates against a person or group because of their religious beliefs or the absence of them.
8. *Sex*—Subordinates a person or group because of sex; assigns activities and actions determined and limited on the basis of sex.

EVALUATION CRITERIA CHECKLIST
(Bilingual)

Title : _____
Author : _____
Publisher: _____
Copyright: ____
Reviewer : __

Following are questions for consideration in the material you are evaluating. They are subdivided into three main categories: content, format, and content bias. (See attached list of working definitions). As you will note, some items may be answered with a check in the appropriate box; others will require a short written response. If some questions do not apply, place an N/A to the left of the questions.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
I. CONTENT			
1. Goals and objectives compatible with those of bilingual education.			
2. Content consistent with bilingual goals.			
a. Ethnic groups language and heritage are highlighted.			
b. Follow-up activities are applicable and/or adaptable to bilingual programs.			
3. Stimulates critical thinking.			
4. Promotes self-evaluation and formulation of own values.			
5. Clarity and conciseness of explanations.			
6. Adaptability to varying levels of student ability.			

Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence

7. Adaptability to many and varied teaching strategies and modes.

8. Adaptability to other forms of media and follow-up activities.

OVERALL FORMAT RATING

II. CONTENT BIAS

1. Presents more than one viewpoint of issues, events, or problems.

2. Presents minorities realistically, and does not perpetuate myths.

3. Presents non-stereotypic models, both in:

   a. Illustrations.

   b. Wording.

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
4. Facilitates the positive nature of differences; does not imply the inferiority of any culture to another.			
5. Includes the contributions, inventions, or discoveries of minorities.			
6. Includes the contributions, inventions, or discoveries of women.			
7. Presents minorities in a manner that promotes ethnic pride and a positive self-image.			
8. Contents are of literary quality (holds interest, variety of writing styles, non-monotonous).			
9. Increases awareness and understanding of different ethnic groups.			
10. Qualities of one ethnic group are not stressed to the detriment of another.			
11. Does not give the impression that the welfare of one group (or individual) depends on the generosity of another group (or individual).			
12. Presenting the actions of one ethnic group as less sophisticated, less interesting, less challenging than those of another			

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence
13. If "heroes" are presented, they are not limited to traditional heroes, but include men and women identified with non-establishment causes.			
14. When leaders are discussed, the totality of their views is presented, and not just their controversial actions.			
15 In dealing with political questions, the book avoids dealing with the situation exclusively from the perspective of the dominant culture or the establishment.			
16. The issues of oppression, exploitation, alienation, domination or colonization are included.			
17. In the relationship of encounters and clashes of cultures, the book reflects impartiality.			
a. It shows who actually dominates and why.			
b. It shows to whose advantage power is used.			
c. It shows who benefits and why.			
18. The acquisition of another culture is seen not as a replacement but as simultaneous enculturation.			
OVERALL BIAS FREE CONTENT RATING			

III. Please use this space for any general comments about strengths and weaknesses of the material, and your overall impressions of the material.

GIFTED & TALENTED REVIEW CHECKLIST

Title _____ Reviewed by _____

Publisher _____ Copyright Date _____

	Evident throughout	Somewhat evident	Scarcely or not evident
1. The textbook is educationally sound in that it:			
- encourages higher level thinking skills; application, analysis, synthesis, evaluation by encouraging student inquiry, decision making, problem solving, etc.			
- contains diversified bibliography. Resources for students include books, audio-visuals, and non-text sources for more advanced learners.			
- suggests for further study a variety of activities and encourages students to use the methods of a social scientist in their investigations.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- encourages discussion by the text format. Open-ended questions are suggested.			
- presents vital issues from differing viewpoints.			
- cites primary sources.			
- avoids over-simplification of complex matters.			
- presents the ethical and moral dimensions of questions.			
- includes humor in the text through satire, political cartoons, etc.			
2. The teacher's manual provides suggestions to accommodate varying abilities and learning styles of the students.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- The organization of the guide makes it easy for teachers to locate ideas for advanced and independent learners.			
- The manual offers some additional questions for discussion which emphasize higher level thinking skills.			
- The manual includes suggestions to accommodate a variety of learning styles; i.e., - classroom management strategies to facilitate simultaneous individual and small group work. - suggestions for projects that may involve written, oral and/or a final project as methods of reporting.			

	Evident throughout	Somewhat evident	Scarcely or not evident
- The manual provides a comprehensive bibliography which may include: student resources, audio-visual aids, texts, general teacher resource books, free and inexpensive material guides, community resources, and unusual resources on specific topics.			

Reviewer #_____

EVALUATIVE CRITERIA CHECKLIST

Educational Soundness

Title_____
Publisher_____
Copyright_____

	Evident Throughout	Somewhat Evident	Scarcely Evident or No Evidence	Comments
THE INSTRUCTIONAL MATERIALS SHOULD REFLECT QUALITY SCHOLARSHIP				
- The textbook reflects contemporary research				
- The presentations are historically accurate				
- The textbook is up-to-date				
- The textbook treats controversial issues fairly				
THE INSTRUCTIONAL MATERIALS SHOULD BE EDUCATIONALLY SOUND				
- The textbook is compatible to the age group of the students for whom it is intended				
- The textbook encourages inquiry				
- The textbook encourages decision-making				
- The textbook encourages independent study and investigation				
- The textbook encourages group work in its suggested activities				

TEXT BOOK ANALYSIS

TITLE _____
PUBLISHER _____
COPYRIGHT _____

	Evident Throughout	Somewhat Evident	Not Evident		Comments
1.0	LINGUISTIC FACTORS:				
1.1	_____	_____	_____	Generally appropriate to intended grade level(s) according to _____ formula	_____
1.2	_____	_____	_____	Linguistic patterns suitable to most populations and fit intended level(s)	_____
1.3	_____	_____	_____	Vocabulary choice and control suitable	_____
1.4	_____	_____	_____	New vocabulary highlighted, italicized, in boldface or underlined	_____
1.5	_____	_____	_____	New vocabulary, defined in context	_____
1.6	_____	_____	_____	New vocabulary defined in margin guides, glossary, beginning or end of chapter	_____
2.0	CONCEPTUAL FACTORS				
2.1	_____	_____	_____	Conceptual level generally appropriate to intended grade level(s)	_____
2.2	_____	_____	_____	Concepts presented deductively	_____
2.3	_____	_____	_____	Concepts presented inductively	_____
2.4	_____	_____	_____	Major ideas are highlighted, italicized, in boldface type or underlined	_____
2.5	_____	_____	_____	Appropriate assumptions made regarding prior level of concepts	_____
2.6	_____	_____	_____	Sufficient development of new concepts through examples, illustrations, analogies, redundancy	_____
2.7	_____	_____	_____	No evidence of sexual, racial, economic cultural or political bias	_____
3.0	ORGANIZATIONAL FACTORS				
3.1	_____	_____	_____	Units, chapters, table of contents, index present clear, logical development of subject	_____
3.2	_____	_____	_____	Chapters or instructional segments contain headings and sub-headings that aid comprehension of subject	_____
3.3	_____	_____	_____	Introductory, definitional, illustrative, summary paragraphs/sections used as necessary	_____
3.4	_____	_____	_____	Topic sentences of paragraphs clearly identifiable or easily inferred	_____
3.5	_____	_____	_____	Each chapter/section/unit contains a well-written summary and/or overview	_____

TEXT BOOK ANALYSIS

4.0	WRITING STYLE				
4.1	_____	_____	_____	Ideas are expressed clearly and directly	_____
4.2	_____	_____	_____	Word choice is appropriate	_____
4.3	_____	_____	_____	Tone and manner of expression are appealing to intended readers	_____
4.4	_____	_____	_____	Mechanics are correct	_____
5.0	LEARNING AIDS				
5.1	_____	_____	_____	Question/tasks appropriate to conceptual development of intended age/grade level(s)	_____
5.2	_____	_____	_____	Questions/tasks span levels of reasoning: literal, interpretive, critical, values clarification, problem-solving	_____
5.3	_____	_____	_____	Questions/tasks can be used as reading guides	_____
5.4	_____	_____	_____	Suitable supplementary readings suggested	_____
6.0	TEACHING AIDS				
6.1	_____	_____	_____	Clear, convenient to use	_____
6.2	_____	_____	_____	Helpful ideas for conceptual development	_____
6.3	_____	_____	_____	Alternative instructional suggestions given for poor readers, slow learning students, advanced students	_____
6.4	_____	_____	_____	Contains objectives, management plans, evaluation guidelines, tests of satisfactory quality	_____
6.5	_____	_____	_____	Supplementary aids available	_____
7.0	BINDING/PRINTING/FORMAT/ILLUSTRATIONS				
7.1	_____	_____	_____	Size of book is appropriate	_____
7.2	_____	_____	_____	Cover, binding and paper are appropriate	_____
7.3	_____	_____	_____	Type-face is appropriate	_____
7.4	_____	_____	_____	Format is appropriate	_____
7.5	_____	_____	_____	Pictures, charts, graphs are appealing	_____
7.6	_____	_____	_____	Illustrations aid comprehension of text	_____
7.7	_____	_____	_____	Illustrations are free of sexual, social, cultural bias	_____

EVALUATIVE CRITERIA
(Area Studies)
(all areas except Canada)

Title: _____
Publisher: _____
Copyright: _____
Reviewer: _____

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
I. The text should convey to the student cultural and geographical diversities as well as human commonalities in a positive way				
A. Peoples of other cultures are described without bias or stereotypical descriptions, including ones relating to sex roles, religion customs, etc.				
B. History is presented without an eurocentric Western bias. All phases of the area's history are presented as important in and of themselves, not just as they relate to the West. The colonial period is discussed fairly, presenting the negative as well as positive impact.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. Geography is presented with reference to human culture and to the area's political and economic concerns. Exotic but less humanly relevant geographical features do not dominate the material. The concepts of "continent," "country," and "culture" are differentiated.				
D. Political, social, and economic issues are treated honestly. The effects of the dominant role of Western powers are analyzed without deference to Westernization. Areas of political, social, and economic conflict are discussed openly. Peoples are described with diversity of social, political, and economic interests, not as homogenous citizens of a nation or area.				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
E. The arts and music are presented positively, showing diversity and beauty in the cultural context				
F. Commonalities in the human experience are made relevant to the reader. There is an opportunity to draw comparisons and contrasts in lifestyles and institutions				
II. The textbook should reflect quality scholarship:				
A. The text reflects contemporary scholarship, including views of scholars from the area being studied				
B. The facts are accurate and up-to-date and not presented in misleading ways				

	Evident Throughout	Somewhat Evident	Scarcely, or Not at all Evident	Comments
C. The charts, maps, and illustrations are up-to-date				
D. The terminology used to describe other cultures is acceptable and accurate; value-laden negative descriptions are avoided				
E. Controversial issues are treated fairly; diverse viewpoints are presented without bias. Countries not considered "friends" of the United States are given fair treatment				

EVALUATIVE CRITERIA
(Canada)

Title_____
Publisher_____
Copyright_____
Reviewer_____

	Yes	No	Not Applicable	Comments
1. In general, the text makes clear that Canada is not a duplication or extension of the United States				
2. If the book treats the settlement of Quebec, it also refers to the settlement of the rest of Canada				
3. The book makes clear that Canada is a bicultural society:				
a. Canada has two official languages--English and French				
b. Institutions differ in Quebec and the other provinces				
4. Canada has been a refuge for Americans:				
a. Loyalists in the Revolution				
b. Slaves from the South				
c. Draft resisters				

	Yes	No	Not Applicable	Comments
5. The book describes migration of Canadians to the U.S.:				
a. Quebeckers to New England				
b. Acadians (Cajuns) to Louisiana				
c. Second largest source of immigrants to U.S. during much of the 20th century				
6. If the book mentions the burning of Washington in the War of 1812 it describes it as retaliation for Americans burning of York (Toronto)				
7. Modern maps of Canada identify the provinces and territories of Canada				
8. If the book discusses modern American foreign trade, it describes the major two-way commerce between the U.S. and Canada. (Canada is the best U.S. customer and vice versa)				

	Yes	No	Not Applicable	Comments
9. If the book deals with American diplomacy, it acknowledges the unique relationship of the U.S. and Canada:				
a. Peaceful settlement of problems				
b. Long, undefended border				
c. Mutual defense program				
d. Easy movement of citizens across borders				
e. Cooperative ventures such as IJC and AutoPact				
f. Existence of serious problems:				
(1) fishing rights				
(2) acid rain				
(3) cross-national investments				
10. Canada has been a special friend:				
a. Increase of oil sales during Arab embargo				
b. Help in escape of Americans from Iran				

APPENDIX I

ANNOTATED BIBLIOGRAPHY

Banks, James A., Teaching Strategies for Ethnic Studies, Second Edition. Boston: Allyn and Bacon, Inc., 1979.

"This book is designed to help present and future teacher realize the content, strategies, and resources needed to teach comparative ethnic studies and to integrate ethnic content into the regular curriculum. It is based on the assumption that multiethnic approaches to the teaching of ethnic studies are not only appropriate, but essential." (Preface of 2nd. Edition)

Included in the book are very practical suggestions which can be used by curriculum committees and individual teachers as they attempt to add a multicultural dimension to the instruction program and within their respective classrooms.

Baskin, Barbara and Harris, Karen H., Notes for a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R. R. Bowkar Company, 1977.

This volumne includes two hundred and fifty annotated and analyzed entries on every type of handicap -- physical, mental, social, emotional, and cosmetic. It is a good reference source for teachers.

Bernardo, Stephanie, The Ethnic Almanac. Stanford, CT: Dolphin, 1980.

The author provides serious, amusing, and entertaining information on thirty-five ethnic groups in the United States. This reference book also is illustrated with photographs and drawings. It can be used by both students and teachers in grades 3-12.

Chase, Josephine and Parth, Linda, Multicultural Spoken Here: Discovering America's People Through Language Arts and Library Skills. Santa Monica, CA: Goodyear Publishing Company, 1979.

This is a collection of multicultural study and teaching activities for the classroom teacher, the main focus of which is language, literature and library skills.

Cooper, Terry Touff and Ratner, Marilyn, Many Hands Cooking: An International Cookbook for Boys and Girls. New York: Thomas Y. Crowell, 1974.

This book of foods and recipes of nations around the world can be used with middle school/junior high school students independently, or as a resource for teachers working with elementary students.

Dreyer, Sharon Spredemann, The Book Finder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15. Minneapolis: American Guidance Service, Inc., 1977.

An excellent resource listing of hundreds of books divided, by categories, with a brief synopsis of each book and the issues it addresses.

Ethnic Chronology Series. Dobbs Ferry, NY: Oceana Press.

The more than twenty-five books in this series give good historical overviews of minority and majority ethnic groups in the United States. Information presented includes immigration patterns, chronologies of major events, cultural characteristics, and contributions in various fields. Each of the books has a separate author and publication date. This series is a useful source of information for students and teachers in the upper elementary grades and above.

Five Families. New York: Scholastic Book Service.

This A-V kit of five filmstrips, five cassettes, and one teacher's guide is a cultural awareness program for young children. It is designed to help children perceive the variety of families and cultures in the United States to value their own families and cultures, and to understand how these are related.

Gelfand, Ravina and Patterson, Letha (illustrated by Chet Sullivan), They Wouldn't Quit. Minneapolis: Lerner Publishing Company, 1962.

Biographical sketches of persons who have overcome physical disabilities to make mjaor contributions to society. The book is appropriate for use with upper elementary students.

Giese, James, Multicultural Education: A Functional Bibliography for Teachers. Omaha, NE: University of Nebraska Teacher Corps, Center for Urban Education, 1977.

A useful resource for teachers. Topics covered include; general multicultural education information; prejudice; discrimination; Black Americans; Chinese and other Asian Americans; Eastern European Americans; Italian Americans; Japanese Americans; Mexican Americans; Native Americans; Northern European Americans; and Puerto Ricans.

Grambs, Jean D. Intergroup Education: Methods and Materials. Englewood Cliffs, NJ: Prentics Hall, 1968.

This book has been divided into three major sections entitled: 1) Who Needs Intergroup Education, 2) Promising Practices, and 3) Bibliography. Pages 1-19 consists of an introduction and overview of what is needed, who needs it, and sources of resistance. A second section includes suggestions on teaching methods and materials which might be utilized samples of what to use, open-ended stories and open-ended scripts. The final section consists of an extensive bibliography in regard to intergroup education.

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Grant, Gloria (Editor), In Praise of Diversity: Multicultural Classroom Applications. Omaha, NE: University of Nebraska Teacher Corps, Center for Urban Education, 1977.

A list of multicultural activities for the classroom teacher. Subject areas include social studies, language arts, science, math, and art. The activities are appropriate for use with upper elementary and secondary school students.

Harvard Encyclopedia of American Ethnic Groups. Boston: Harvard University Press, 1980.

Comprehensive reference for teachers and other professionals, this volume is a systematic guide to the history, culture, and characteristics of more than 100 ethnic groups in the United States.

Haviland, Virginia, Children's Books of International Interest. Chicago: American Library Association, 1972.

Seven hundred titles annotated and grouped for "younger and older" children.

Interracial Books for Children Bulletin. New York: Council on Interracial Books for Children, Inc.

Using the format of a newspaper, this bulletin is published eight times a year. It features news stories on ethnic, class, age, and sex discrimination and dimensions of pluralism, tips for teaching multicultural education, and techniques for analyzing trade books, story books, textbooks, and other instructional materials for racism, ageism, and classism. Another regular feature is the "book shelf" wherein popular children's books are viewed and rated. This is a valuable resource for classroom teachers.

Julian Messner's Productions. New York

This publisher produces a series of books on different ethnic groups, their cultures and contributions. The series include books about both minority and majority ethnic groups. The authors and dates of the separate books vary. The series is a good general reference for students and teachers in the upper elementary grades and above.

Johnson, Mary, Yakubu, Derry Joe, and Wass, Betty, African Cultural Heritage. East Lansing, MI: Michigan State University.

A teacher resource that includes some of the following units: "Africa-Its People," "Land and Homes," "Foods of West Africa," "African Clothing and Grooming," "African Crafts,", etc.

Lee, Nancy and Oldham, Linda, Hands on Heritage. Long Beach, CA: Hands On Publications, 1978.

This volume includes background information on the history and holidays of Chinese, Greeks, Israelis, Japanese, Mexicans, Native Americans, and West Africans. Each unit includes information on how to implement the arts, cooking, and recreation of the various ethnic groups in the classroom. It is a good teacher resource for use with upper elementary and midde/junior high school students.

Lerner Publishing Company's In America Series. Minneapolis

A set of publications of more than twenty titles on different ethnic groups in the United States. The dates and authors of the specific titles vary, but each book in the series gives insightful information on the history, culture, and contributions of the ethnic group to which it is devoted. This series can be used by teachers and students in the upper elementary grades and above.

"Living Together in America." Elgin, IL: David C. Cook Publishing Company.

Available in English and Soanish, and designed for grades K-6, these twenty 12 1/4" x 17" color posters include pictures and background information on the origins, daily life, foods, customs, achievements, and celebrations of major ethnic groups in the United States. A 40-page teacher's guide suggesting ideas, learning activities, and resources also is included.

Marden, Charles F., and Gladys Meyer, Minorities in American Society, 3rd. edition. New York: American Book Company, 1968.

This book represents a sociological analysis and description of dominant-minority relations within the United States with an emphasis on the concepts of "minority" and "race". The author has attempted to define, describe, and analyze the phenomena of dominant-minority relations in the United States.

Martinez, Jimmie and Watters, Arlene, US: A Cultural Mosaic -- A Multicultural Program for Primary Grades. New York: Anti-Defamation League.

Designed for grades K-3 these activities are grouped by specific multicultural objectives. Explanations of how family and ethnic groups are structured, and how cultural heritages are transmitted are presented as well.

Mills, Joyce White, The Black World in Literature for Children: A Bibliography of Print and Non-Print Materials. Atlanta: Atlanta University, 1975.

This volume includes 138 print and 63 non-print items, annotated with recommendations for children groups by age categories: younger (3-8 years old), older (9-13 years old), and adult.

"Minorities Have Made America Great" filmstrip series. Tarrytown, NY: Schloat Productions.

A series of filmstrips, each devoted to a different ethnic group, which describe the contributions of minorities to American history, life, and culture. These are good general references for teachers and students at all grade levels.

Nichols, Margaret S. and O'Neill, Peggy, Multicultural Resources for Children: A Bibliography of Materials for Preschool Through Elementary School in the Areas of Black, Spanish Speaking, Asian Americans, Native Americans, and Pacific Island Culture. Stanford, CA: Multicultural Resources, 1977.

This bibliography includes 10,000 sources, none of which are annotated, classified by grade level, or evaluated in any way.

Pasternak, Michael G., Helping Kids Learn Multicultural Concepts: A Handbook of Strategies. Champaign: University of Illinois Teacher Corps Project, 1979.

A collection of classroom activities and lesson plans designed to develop in future and practicing educators an awareness of how to incorporate multicultural concepts into their classroom instruction.

Reid, Virginia M., Reading Ladders for Human Relations, Fifth Edition. Washington, DC: American Council on Education, 1972.

About 1500 titles annotated that deal, in some way, with human relations are included in this bibliography.

Reilly, Robert P., A Selected and Annotated Bibliography of Bicultural Classroom Materials for Mexican American Studies. San Francisco, CA: R & E Research Associates, Inc., 1977.

This volume lists 233 print materials and 45 A-V aids. These are reviewed and divided into the areas of art, drama, literature, history, music, social studies, and teacher resources.

Rekdal, C.K. and Kan, B.S.L., Jing Ho, Hauk Ho #1. Seattle, WA: Fortune Cookie Press, 1976.

This is a collection of "make and learn" Chinese activities for elementary children.

Rose, Peter I. They and We: Racial and Ethnic Relations in the United States, 2nd edition, New York: Random House, 1974.

"This book describes some of the principal aspects of intergroup relations in the United States. It is a synopsis and evaluation of what sociologists and other social scientists have learned about America's minorities, the nature of prejudice, the extent of discrimination, and the reactions of minority group members to differential treatment." (Preface of book)

Rose, Peter I., ed. Nation of Nations: The Ethnic Experience in America, New York: Random House, 1972.

"This book is about the strains experienced by the various peoples who comprise the American Nationa. It is a collection of essays and articles by novelists and journalists, historians and sociologists, offering different views, perspectives, and positions on several important areas of scholarly and practical concerns.

--- Is America (or has it ever been) a melting pot? Or is the country more aptly characterized by the metaphor of a seething cauldron?
--- How similar are the experiences of non-white minorities to those of the white immigrants who came to these shores? Can we speak of both categories in the same terms or must new models be devised for assessing black and brown and red history in contrast to white?
--- What happens when people long oppressed began to challenge the system which, in many ways, has kept them in servitude? With whom do they have to compete most directly? Who wins? Who Loses?

Stensland, Anna Lee, Literature By and About the American Indian. Urbana: National Council of Teachers of English (NCTS), 1979.

This bibliography has a listing of 800 annotated books for primary age students through adults. The books listed cover a a wide range of topics such as myths, legends, oratory, poetry, fiction, biographies, autobiographies, history, traditional life and culture, modern life and problems, music, arts, and crafts.

Shipman, David A., The Prejudice Book: Activities for the Classroom. New York: Anti-Defamation League, 1979.

This collection of 37 activities is designed to help students in grades 3-7 develop their thinking processes, and to understand their relationships relative to differences, stereotypes, and prejudices.

Temko, Florence (illustrated by Yaroslava), Folk Crafts for World Friendship. Garden City, NY: Doubleday and Company, 1976.

This volume focuses on traditional crafts made in many countries throughout the world. It tells the story of the craft, gives directions for using the craft to make something, and gives suggestions for other things that can be done. This teacher resource can be used at all grade levels.

Tiedt, Pamela L. and Tiedt, Iris M., Multicultural Teaching: A Handbook of Activities, Information, and Resources. Boston: Allyn and Bacon, 1979.

As the title suggests, this book provides explanatory information on some concepts and principles essential to multicultural education. The authors have done an exemplary job of compiling a wide variety of interesting and relevant activities that can be used with students at different grade levels. This is a useful resource for any classroom teacher who is looking for some imaginative ways to teach multicultural concepts and principles related to building positive concepts of self and others, understanding language/cultural differences, and promoting intergroup relations within the context of ethnic and cultural pluralism.

"With Pride to Progress: The Minority Child." New York: Parents' Magazine Films.

These color filmstrips provide insights into the cultural heritages, values, and needs of children from four minority groups: American Indian, Chicano, Puerto Rican, and Black. Appropriate for grades 9-adult, the complete series includes twenty color filmstrips, 12 cassettes, scripts, and 4 guides.

SOURCES OF OTHER INFORMATION IN MICHIGAN

The multiplicity and magnitude of resources and sources about ethnic diversity and cultural pluralism in Michigan are analogous to those in the nation as a whole. Simply put, there are too many sources of information and too many ethnic groups for any one person and/or agency to be adequately familiar with all of them. For instance, Ethni-City: A Guide to Ethnic Detroit, Volume II, an ethnic directory co-published by the Michigan Ethnic Heritage Center and The Center for Urban Studies at Wayne State University, lists, for Metro-Detroit alone:

- Over 2500 churches, institutions, agencies, organizations, and services for over 60 ethnic groups
- 10 different places where people can go to watch and/or participate in ethnic and/or folk dancing
- 36 "Saturday Schools" (language classes held in different ethnic communities) teaching 22 different languages
- 30 consulates in addition to the Detroit Consular Corps, an organization made up of all the Consular Generals in the Detroit area
- 20 different culturally-oriented airlines with offices located in Metro Detroit
- 13 radio stations which offer more than 125 ethnic programs in more than 25 languages
- One major daily and 10 major weekly ethnic newspapers

While Detroit may be somewhat more ethnically diverse than many other cities in Michigan, it is not the only such community. Many others with wide-scale ethnic, social, racial, and cultural diversity exist throughout the state.

Obviously, then, to compile even a representative sample of the possible range of sources of information about the many different ethnic groups throughout Michigan would be a monumental task and would require a separate volume. It also would face the problem of "currency," since some of the information that might be included would quickly become dated. Hence, the suggestions are limited here to a very few select ones, all of which function as "clearinghouses" and/or dissemination centers on ethnicity and multicultural education. Each agency or center is capable of providing many different kids of information and services about many different ethnic groups. It is recommended that school teachers and administrators should become very familiar with a few sources that can provide a multiplicity of services and information on a variety of aspects of ethnicity for many different ethnic groups rather than merely having an encyclopedic listing of ethnic agencies and organizations.

There are at least six significant sources of information and services about ethnic diversity, cultural pluralism, and multicultural education within the State of Michigan with which all teachers might become familiar. They are as follows:

1. Michigan Ethnic Heritage Studies Center (Telephone) Area Code 313/872-2225
   71 East Ferry Street
   Detroit, Michigan 48202

The Center serves as a clearinghouse for materials produced locally and nationally in all areas of ethnic studies. It has audio-visual and written materials for research, teacher training, classroom activities, and community services about ethnic diversity and cultural pluralism.

2. Most of the 13 state-funded universities have ethnic studies, human relations, and/or urban studies centers. Typically, these centers have both research and service facilities. From these sources, school personnel can receive assistance in a wide range of multicultural education related functions, such as staff development, diagnosis and evaluation of student needs, assessment and selection of instructional materials, curriculum design, and instructional and professional resources. One such agency is the following:

   The Center for Urban Studies (Telephone) Area Code 313/577 2124
   Ethnic Studies Division
   Wayne State University
   5229 Cass Avenue
   Detroit, Michigan 48202

The particular concerns of this center are research and service activities related to a wide range of urban issues, with the intent of better serving the needs of the ethnically diverse communities in the Detroit area.

3. International Institutes located in Detroit, Flint, Muskegon, and Grand Rapids. These institutes offer services to help new immigrants adjust to American society and to help all people learn about different ethnic groups' histories, heritages, cultures, customs, and traditions. For classroom teachers, they can provide ethnic information through their regular program features, such as open houses, ethnic exhibits, cultural programs, folk dance festivals and classes, and craft and cooking classes. These institutes also are an effective means of contacting individuals familiar with different ethnic cultures and heritages to serve as resources for teachers and classroom speakers for students.

4. Ethni-City: A Guide to Ethnic Detroit, Volume II. Published by the Michigan Ethnic Center and the Wayne State University Center for Urban Studies, in cooperation with the International Institute of Metropolitan Detroit, this directory is an invaluable tool to any Michigan teacher's search for ethnic resources. It includes information about ethnic religious institutions, organizations (e.g., athletic, educational, cultural, fraternal, performing arts, recreational programs and facilities, media, businessess, archives, consulates, language classes, libraries and museums).

5. The Michigan Department of Education. Two divisions of this agency are especially appropriate for teachers to contact about information and services in planning and implementing multicultural education programs. The divisions are:

a. The Division of State Library Services/School Media Center (Telephone) Area Code 517/374 9630
P.O. Box 30007
Lansing, Michigan 48909

Written and audio-visual materials pertinent to ethnic diversity and multicultural education (including curriculum development, professional literature, textbooks, informational resources on different ethnic groups, and sample products of multicultural curriculum projects) are available on a loan basis to local school districts and teachers throughout the state. Also available are consultant services to assist teachers in materials selection and evaluation.

b. Instructional Specialists Program Unit (Telephone) Area Code 517/373-1484
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

The Michigan Department of Education Social Studies Specialist can provide information about multicultural projects in various school districts. One example of such a project is:

... Flint ESEA Title IV-C Multicultural Global Education Project.

PROGRAM DESCRIPTION: The Flint Multicultural Global Education Program is a project to provide a replicable interdisciplinary multicultural global education package containing goals, student objectives, student and teacher activities, and an evaluation device, K-6. The project design and materials closley follow the Michigan Department of Education Guidelines for Multicultural and Global Education. The project is designed so that all basic skills are taught with multicultural/international materials and emphasis; students participate in art, music, dances, and games of various cultures; the metric system is used; each classroom "adopts" and conducts research on different cultural groups and countries throughout the year; foreign language study is emphasized; visitors and residents with different cultural backgrounds speak and visit frequently in classrooms; literature of the various cultures being studied is read and compared; and cultural awareness is stressed.

This project was developed for use in elementary grades K-6; however, please note that the K-3 materials are to be used mainly as a base from which students will participate in more in-depty types of study in grades 4-6.

Project materials include the following: 1) Overall Goals, 2) Program Objectives, and 3) Teaching/Learning Objectives for each of the 8 Program Objectives, suggested learning activities and student assessment items.

c. Office of School and Community Affairs

This office provides technical assistance and direction in multicultural education program planning, development, implementation, and evaluation. Personnel from this office will also assist teachers and administrators in establishing communication network and arranging visitations with local schools in various parts of the state that are engaged in multicultural education planning and implementation.

6. The Program for Educational Opportunity (POE) (Telephone) Area Code 313/763-9910
Charles Moody, Director
1046 School of Education
The University of Michigan
Ann Arbor, Michigan 48109

The POE is a federally funded regional service center. It provides in-depth technical assistance to a limited number of school districts in the areas of staff development and instructional planning/implementation for ethnic/cultural diversity and multicultural education. Broader-based, more indirect services are available in the written and audio-visual materials the POE has compiled on factual information about different ethnic groups and curriculum development for multicultural education.

These six sources of information on ethnicity and multicultural education are intended as supplements to the other resources identified earlier in these Multicultural Curriculum Guidelines. They illustrate the kinds of information and services that are readily available to assist teachers in their efforts to plan and implement effective and qualitative multicultural education programs. They are included to remind teachers and administrators that they do not have to take the "journey" into planning and implementing multicultural education alone. A simple telephone call or a letter to any of these agencies/organizations will bring assistance and support in many different forms, be it technical, moral, informational, or evaluative. These agencies exist to serve the needs of people who desire to learn more about the ethnic diversity for their own enlightenment and to assist them in helping others (especially youth) better understand the ethnic, social, and cultural diversity of the local, state, national, and world communities in which they live. We strongly encourage the readers to use them.

WHERE TO GO FROM HERE

The goals, objectives, illustrative activities, and suggested resources presented in these Multicultural Education Curriculum Guidelines are intended as "starter ideas." They are an important first step in the process of implementing multicultural education in classrooms. However necessary they may be, they, alone, are not sufficient. Classroom teachers and other school personnel will need to participate in appropriate inservice education activities before they are adequately prepared to successfully incorporate information and experiences about ethnic, cultural, and social diversity within their communities, Michigan, the United States and the world into their instructional programs. These inservice activities must focus on helping them acquire the knowledge, skills and attitudes needed to provide instruction which is multicultural in nature.

First, recognition must be given to the fact that most school staffs, even in the decade of the 1980's, will be treading "uncharted waters" in their attempts to implement multicultural education. Teachers and administrators must become adequately informed about the various meanings of multicultural education and for many years the melting pot theory, or ideology of assimilation has been predominantly promoted by school systems. Thus, it will be necessary for teachers and administrators to change their outlooks about the diversity of American society and teaching which focuses on the pluralistic nature of the United States rather than the "melting pot" theory.

Many of the traditional attitudes and teaching approaches that have operated in the past will not be appropriate for the successful implementation of multicultural education. For example, for a long time educators have ascribed to the notion that "a teacher who could teach any student could teach all students." The underlying premise of this notion was that the "good, effective teaching techniques" are equally applicable in regard to all students regardless of their ethnic, social, or cultural heritages, backgrounds, and experiences.

Now, research on cultural and ethnic pluralism tells us that cultural conditioning, which is reflected in ethnic group membership and social backgrounds, influences the way students and teachers learn and teach in the classroom. Hence, matching teaching styles with learning styles, or modifying instructional processes to accommodate cultural experiences is essential in classrooms that are ethnically, racially, culturally, and socially diversified if optimum learning is to occur. This means, then, that well-planned staff development in terms of ethnic diversity, cultural pluralism, and multicultural education will be required.

Second, implementing effective multicultural education is a multidimensional, as well as a multidirectional, process. It will require the revision, reorganization, manipulation, and coordination of many different elements of the school enterprise. Among these are: instructional strategies, school and classroom climate, support services, counseling and guidance, assessment, diagnosis and evaluation, leadership, parental participation, and curriculum (our particular concern in this document). For instance, to accommodate to the demands of multicultural education, curriculum will have to be defined broadly, and perceived as an on-going, flexible process that is capable of taking new shapes and forms as new materials and ideas emerge. For our purposes in this document, curriculum is defined as "all planned activities of the school." Besides the courses of study and instructional program to enlighten students (e.g. the "formal curriculum"), it includes activities such as: organized play, athletics, dramatics, organizations and clubs, and other extra-curricular activites (e.g., the "informal curriculum"). Both the "formal" and the "informal" curricula must be structured to provide opportunities for all students to learn and have positive experiences about members of many different racial, ethnic, social, and cultural groups.

Third, as schools and teachers plan to incorporate the goals of ethnic and cultural pluralism as outlined in the Michigan State Board of Education Position Statement on Multicultural Education and these Multicultural Education Curriculum Guidelines, both short and long-range planning will be necessary. The following suggested strategies and approaches should be helpful:

--- Establish a broad-based Multicultural Education Advisory Committee with representation from

a) Teachers
b) Administrators
c) Parents

d) Students
e) School Board Members
f) Community Organizations, including groups concerned with the diverse ethnic heritages which flourish within the United States, and equal educational/civic/economic opportunities for all.

--- Adopt a written philosophy of education that is multicultural and consistent with the general education philosophy of the local school district.

--- Assign a qualified staff person to coordinate, direct and/or supervise the multicultural education efforts of local school districts and buildings.

--- Assess the current status of multicultural education in the local district in terms of student needs, curriculum, staff competencies, and instructional materials.

--- Identify policies and practices that are counter-productive to the effective implementation of multicultural education and implement strategies to minimize and/or eliminate them.

--- Identify multicultural goals and performance objectives which are consistent with the established educational philosophy of the local school district.

--- Analyze which multicultural goals and objectives are currently being met by grade levels and subject areas. Eliminate unnecessary duplication.

--- Determine which multicultural goals and objectives are not a part of the current curricula. Decide which subject department and/or grade level will be responsible for integrating each objective, concept, or strategy into the instructional programs. Any one or a combination of all of the following techniques is appropriate --

a) Infuse multicultural education objectives into existing courses/subjects.
b) Provide separate courses (semester, full year, mini-courses) on the histories, cultures, contributions, issues, and concerns of various ethnic groups.
c) Develop school activities and learning opportunities, such as assemblies, independent study, exchange programs, extra-curricular activities which provide students with experiences in cross-cultural interactions, and the acquisition of knowledge as to the multicultural nature of our society.

--- Establish policies and procedures to ensure that all adopted textbooks and supplemental instructional materials are evaluated for the inclusion of multicultural content.

a) Develop or adopt bias-free criteria (cultural, racial, ethnic, social) for evaluating instructional materials.
b) Provide inservice education for staff on how to use the criteria and compensate for deficiences found in instructional materials.
c) Communicate clearly -- and in writing -- the directions for using such criteria when selecting instructional materials.
d) Designate a specific individual/department to be responsible for seeing that the policy is observed.

--- Develop a list of local minority and majority ethnic groups/organizations/individuals who can provide assistance in implementing multicultural education programs. In addition, use the assistance of state agencies and institutions of higher education which can provide consultant services for developing multicultural programs and curricula.

--- Conduct a survey of the "Distribution of Students by Race and by Sex Participating in Extra or Co-Curricular Activities." This type of study will be useful in ascertaining the degree of "integration" occurring in these important aspects of schooling, and in pinpointing specific areas of concern and possible intervention.

--- Provide on-going inservice opportunities for staff development whereby teachers and administrators can --

a) Acquire knowledge of the history, culture, concerns, and issues of ethnic minorities and women.
b) Explore various topics germane to multicultural education, ethnic diversity, and cultural pluralism.
c) Understand the nature of institutional racism, sexism, and other "isms," and the subtle ways each one is perpetuated.

These are but a few ideas and strategies for addressing the need for developing quality multicultural education programs and ensuring their effective implementation. Again, the readers are reminded that they are offered only as "starter ideas," along with strong encouragement for teachers and administrators in local districts and school buildings to add other suggestions that will facilitate the effective implementation of multicultural education. Further, individual educators and school districts are reminded that one of the reasons for the original creation of a system of public education in the United States was to promote and strengthen the country's fundamental belief in equality. Among the system's primary responsibilities is that of preparing individuals for effective participation in a democratic society. Since the American society, as well as the world, is ethnically pluralistic and socially and culturally diversified, multicultural education is an essential component of the preparation for democratic citizenship.

Each individual, regardless of his or her role in the educational system, be it teacher, counselor, administrator, student or support staff, must share the school's responsibility for providing multicultural education. But teachers, in particular, are responsible for implementing this concept. After all, teachers are the single most important element in shaping the dynamics of classroom interactions. They are "significant others" in the lives of students. It is the "power of the personality of teachers" which creates the mood and tempo of the climate in which teaching and learning occurs, which sets the tone and tenor for interchanges among students, and which determines if children are humanized or dehumanized, and experiences pain or pleasure in the instructional process.

It is imperative that teachers and other school staff remember "the power of their influence" as they undertake the tasks of implementing multicultural education. Those who accept the challenge seriously and conscientiously will, indeed, have taken "one giant step for the betterment of all humankind." In this highly technical, diverse, changing, and interdependent space-age in which we live, and the uncertain future we anticipate, multicultural education is no longer a luxury; it is a necessity for our psycho-political survial and well-being.

APPENDIX J

1982-83 SOCIAL STUDIES TEXTBOOK REVIEW

STEERING COMMITTEE

John Chapman
Chairperson
Instructional Specialist
Program

Antonio Flores
Hispanic Education

Lester Gemmill
Indian Education Coordinator

Gloria Gordon
Office of School and
Community Affairs

Jo Jacobs
Sex Equity

Kevin Magin
Special Education Services

Nancy Mincemoyer
Instructional Specialist
Program

Claudette Nelson
Student Support Program

Laurencio Pena
Bilingual Education Program

Nancy Wing
Office of School and
Community Affairs

JoAnne Wolff
Sex Equity

APPENDIX K

1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REVIEW

Area of Review

Blacks

Ms. Rossi R. Taylor
Lansing Schools

Hispanics

Dr. Juan Garcia
University of Michigan-Flint

American Indians

Ms. Betty Comas
Kalamazoo, Michigan

Handicapped

Ms. Pam Wilson
Lansing, Michigan

Women

Ms. Alice Foote
Kalamazoo, Michigan

Bilingual

Ms. Elba Berlin
Hamtramck Schools

Gifted and Talented

Mr. John E. Markiewicz
Livonia Schools

Reading

Dr. Lois A. Bader
Michigan State University

Ms. Marilyn Washington
Lansing

Assisted by:

Mr. Turrell Henkelman
Michigan State University

Ms. Joan Newman
Michigan State University

Ms. Kathleen Roth
Michigan State University

Educational Soundness

Dr. Grace Kachaturoff
University of Michigan-Dearborn

Dr. Jean Fair
Professor Emeritus
Wayne State University

History (Scholarship)

Dr. Lawrence Rakestraw
Michigan Technological University

Area Studies

Africa -- Ms. Marylee Wiley
Michigan State University

Canada -- Dr. Victor Howard
Michigan State University

and

Dr. Macel Ezell
Michigan State University

Eastern Europe and
the Soviet Union -- Mr. Robert Donnorummo
University of Pittsburgh

Latin
America -- Mr. Alan Adelman
University of Pittsburgh

Middle
East -- Ms. Sheila Scoville
University of Arizona

Asia -- Dr. David Grossman
Stanford University

and

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APPENDIX L

1982-83 MICHIGAN SOCIAL STUDIES TEXTBOOK REVIEW

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